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ABSTRACT

This document is a curriculum guide for a one semester course in geriatrics designed to be taught in high schools in Connecticut. Following introductory material about course philosophy and objectives, and a course outline, the guide contains nine units. Each unit consists of some or all of the following items: time allotment, overview, outline of subject matter, performance objectives, and student learning activities keyed to needed resources. Units cover the following topics: the normal progression of aging, the older person within the community, special needs and problems of the elderly, consumerism, food management, home management, recreation, career opportunities in geriatrics, and clinical guidelines. A list of additional resources (books and films) and a number of handouts complete the guide. (KC)

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GERIATRIC CURRICULUM

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CURRICULUM FOR GERIATRIC SERVICES

PREPARED BY
MANCHESTER PUBLIC SCHOOLS
MANCHESTER, CT

PREPARED FOR

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
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COURSE DESCRIPTION

"Geriatrics" is designed to be a one semester course for male and female high school students. The course will meet for one school period each day for its one semester length, but has been developed in separate units, which may be presented in progression as designed, or as individual unit modules incorporated into a related course of study, i.e. nursing assistant or family life. Objectives are written separately for each unit, and though related and relevant, units are not interdependant on one another.

Classroom experiences include a variety of teaching techniques designed to assist students to view the elderly as unique individuals with similar and distinct needs, and to identify various means of meeting these needs. Teaching techniques include lectures, films, discussions, speakers and hands-on experiences wherever possible. In addition, students will be introduced to career possibilities in the area of geriatrics and will be given the opportunity for on-the-job experience wherever possible.

COURSE PHILOSOPHY

For the first time in history, students entering the work force from both secondary and post-secondary schools, will be part of a society in which approximately 30 million people (17%) will be age sixty-five and over. Both the declining birth rate and increase in life expectancy have contributed to this reality, the implications of which will have far reaching effects on all citizens. Increasing numbers of older Americans will affect the job market, housing, community planning, legislative decision making and economic welfare for all of today's youth in many ways over their productive years both in and out of the work force.

The challenge of living in a society with increasing numbers of older members becomes even greater when we recognize that the general attitude of Western society over recent decades has been one of general indifference to its elderly; seeing them in many cases as a source of embarrassment, people to be tolerated or simply ignored, an attitude which is in contrast to that of other cultures.

From this general background information, the need for an available course dealing with the elderly becomes apparent. This geriatrics curriculum is written to fulfill that need and will serve several concurrent purposes. The organized presentation of the older person as a unique and contributing member of society, but with special needs and problems will help to prepare students to deal and live with the elderly in their adult lives. Career opportunities and an introduction to useable skills needed for job entry into some of these career opportunities will give students some preparation in meeting the unique and varied needs of older persons. Available opportunities for placement within various community agencies dealing with the elderly will allow students the hands-on experience of bringing the background information out of the classroom and into the workplace.

While meeting a need in preparing students for the job market, this curriculum should help to bridge the gap in society between the elderly and the young, and assist in building a respect and admiration for those who have attained the wisdom and status of older members of the community.

COURSE OBJECTIVES

1. To develop in students a sense of personal responsibility and respect for the rights and dignity of the elderly persons with whom they will come in contact in their adult roles.
2. To provide students with an understanding of the normal changes related to the aging process.
3. To provide students with a realistic view of the special needs of the elderly and choices available to meet these needs, i.e. housing, socialization, etc.
4. To introduce students to available community facilities and services which provide for the needs of the elderly.
5. To develop skills applicable to employment opportunities dealing with the older members of society, i.e. recreational management, food service and home management.
6. To provide students with exposure to a variety of career professionals dealing with the elderly.
7. To prepare students for job entry with the necessary job seeking skills, i.e. filling out application, the interview process, etc.
8. To develop in students a sense of responsibility for meeting the special needs of the elderly in areas of safety, accident prevention and personal care.

COURSE OUTLINE

(& approximate time allocations)

Unit I. The Normal Progression of Aging (3 weeks)

- A. Introduction to Geriatrics
- B. The Normal Life Cycle
- C. Changes Related to Aging
- D. Death The Final Stage of Life

Unit II. The Older Person Within The Community (2 weeks)

- A. Living Facilities The Choices
- B. Financial Concerns
- C. Occupational Trends
- D. Need for Socialization
- E. Community Services

Unit III Special Needs & Problems of the Elderly (2 weeks)

- A. Personal Hygiene
- B. Accidents and Safety
- C. Mental Deterioration and Confusion

Unit IV. Consumerism (2½ weeks)

- A. Shopping Skills
- B. Consumer and the Law
- C. Management of Resources
- D. Provisions for the Future
- E. Community Resources

Unit V. Food Management (2½ weeks)

- A. Handling and Storage
- B. Equipment
- C. Principles of Food Preparation
- D. Dietary and Health Relationships
- E. Entertaining

Unit VI. Home Management (1½ weeks)

- A. Home Management Skills
- B. Maintainance of a Clean & Safe Environment
- C. Clothing

Unit VII. Recreation (1½ weeks)

- A. Inventory of Skills, Talents and Limitations
- B. Games, Activities and Crafts
- C. Relationship of Exercise and Health

Unit VIII. Career Opportunities in Geriatrics (3 weeks)

- A. Local Agencies and Facilities
- B. Specific Career Opportunities
- C. Job Entry Skills

Unit I

Unit Title: The Normal Progression of Aging

Time Allotment: approximately 3 weeks

Overview:

Before students can begin to deal with the special needs of the elderly, some time must be directed towards exploring the process of aging and the broad range of areas affected by this process. In this unit aging will be presented as an ongoing and lifelong process, which begins at birth. It will review the life cycle and the various roles filled by individuals within the family unit over a normal lifetime. Students will be encouraged to view aging as a natural process rather than a disease and to explore their own feelings and experiences concerning the elderly. Dealing with death and grief will also be covered in this unit.

Unit Outline:

I. Introduction to Geriatrics
  A. the increase in life expectancy
  B. related terminology
  C. governmental legislation
II. The Normal Life Cycle
  A. ongoing stages of development
    1. birth to one year
    2. the pre-school child
    3. school age
    4. adolescence
    5. periods of adulthood
    6. later maturity- old age
  B. the family unit
    1. family structures; a variety of lifestyles
    2. roles
    3. family life cycles
III. Changes Related to Aging
  A. emotional changes
  B. role changes
  C. physical changes
IV. Death; The Final Stage of Life
  A. stages of grief
  B. coping
  C. funeral practices

Performance Objectives:

The student will be able to:

1. identify factors influencing the increased numbers of older persons within the total population.
2. define terms relative to the study of geriatrics.
3. explain aging as a normal and on-going process which begins at birth and continues throughout life.

4. identify normal development throughout the various stages of the life cycle.
5. compare the roles and responsibilities of young and older individuals within the structure of the contemporary family.
6. explain the effects of a variety of normal chagnes related to aging on the older person in society.
7. identify five stages commonly experienced as part of the grieving process.
8. explain the significance of common funeral practices.

Student Learning Activities:	Resources:
1. Participate in classroom discussion on the meaning of "being old."	Teacher-constructed questionnaire on meaning of "old."
2. Complete self description projecting individuals as "old." (Description to include how old, what are your worries, concerns, values, etc.)	Textbook, "Geriatrics,A Study of Maturity"
3. Listen to teacher presentation on terms relating to study of geriatrics, i.e. geriatrics, gerontology, aged, senile, senescence, etc.	Related brochures on federal and state legislation dealing with aging and assistance to the aged.
4. Complete written assignment explaining differences in the rate and ways in which people age, based on known persons of various ages.	
5. Listen to teacher presentations on governmental actions related to assistance for the elderly.	Geriatric vocabulary list
6. Complete life-cycle chart showing stages of the normal life cycle and normal physical and emotional changes unique to each stage.	Teacher-developed life-cycle chart for student completion.
7. Role play examples of situations unique to stages of the life cycle, i.e. adolescent conflicts, sibling rivalry, etc.	Ditto: Normal growth and development; a lifelong process.
8. View film showing interaction of family members in various roles.	Role playing assignment sheet. Fill-in as available on family actions/interactions
9. Participate in active discussion about observable changes in aging, i.e. graying hair, decreased energy, etc., and ways in which the media depict the elderly.	Handout showing examples of older people as seen on TV, movies and in advertising.
10. Listen to teacher presentations about the normal changes of aging involving the physical, mental and social aspects of everyday life.	
11. Complete individual assignment using magazine pictures of older persons and describe the changes which identify "aging" in the selected pictures.	Students' own magazine sources
12. Listen to older person describe the changes of aging from personal experience.	Speaker: active older person from the community.

13. View film on older people coping with life successfully on an every-day basis.	Film as available on the older person coping with change.
14. Complete form which relates specific problems to normal physical changes of aging.	Teacher-form on changes/problems related to aging
15. Share in discussion of personal experiences with death and grief.	Bibliography of books dealing with death and dying.
16. Read outside reading on death and dying for class report.	
17. Listen to speaker presentation on stages of grief and contemporary funeral practices.	Speaker: local funeral director

Unit II

Unit Title: The Older Person Within The Community

Time Allotment: approximately 2 weeks

Overview:

Recognizing the older person as a unique individual, yet sharing common problems resulting from the aging process with all other older persons, provides students with the background for understanding the need for communities to provide ways of meeting these problems of daily living for its older members. This unit will break down the community needs of the elderly into segments: living facilities, financial concerns, occupational trends and socialization needs and will present to students a variety of options for meeting these needs according to the individual elderly person. It will focus primarily on the "healthy elderly," but will provide information on community assistance for those elderly not able to meet their needs independently.

Unit Outline:

I. Living Facilities: The Choices
  A. housing trends; past and present
  B. relationship of housing needs to the life cycle
  C. geographic retirement areas
  D. a variety of living facilities
    1. home ownership
    2. apartments and condominiums
    3. retirement communities/elderly housing
    4. life care facilities
    5. the extended family unit
    6. nursing homes
II. Financial Concerns
  A. the economic implications of retirement
    1. living on a fixed income
    2. increased and decreased expenses among the elderly
  B. retirement planning
    1. pension and retirement plans
    2. savings and investments
  C. public sources of income
    1. social security
    2. medicare
    3. public support
III. Occupational Trends
  A. the meaning of work
  B. retirement
    1. enforced retirement
    2. early retirement
    3. psychological implications
    4. preparation for retirement

- C. Occupational opportunities for the older person
  - 1. age discrimination in employement
  - 2. employment counseling
  - 3. Foster Grandparent Program
  - 4. volunteer work
- IV. Need for socialization
  - A. Health and activity
  - B. The isolated elderly
  - C. Pursuing individual interests
- V. Community Services
  - A. Senior Citizens
  - B. A.A.R.P. (American Assoc. for Retired Persons)
  - C. Golden Age Club
  - D. Volunteer services for the elderly
    - 1. Dial-A-Ride
    - 2. Holiday parties
    - 3. Enrichment programs

Performance Objectives:

The student will be able to:

1. compare the living facilities for the elderly today with those of past generations.
2. list the types of living facilities which may be used by an individual at different stages of the life cycle.
3. identify the more common retirement areas of the country.
4. compare the advantages and disadvantages of the various types of living facilities available for the elderly within the community.
5. explain the economic problems of the elderly living on fixed incomes.
6. identify a variety of ways to plan ahead for a financially secure retirement.
7. describe the relationship of "work" to the overall self-esteem of an individual.
8. identify alternative methods available to older persons for filling the void created by retirement.
9. explain the relationship of socialization to the health and well-being of the older person.
10. identify organizations within the community which provide support systems for elderly socialization.

Student Learning Activities

1. Participate in classroom discussion about ways in which society treats its elderly differently today than in previous generations in regards to housing, the work force and community awareness.
2. Compare the positive and/or negative effects of the differneces in living as a retired person in contemporary society today and in earlier generations.

Resources:

Film or videotape as available which shows representation of grandparents of previous generations as part of the family circle.

3. Listen to teacher presentations regarding population statistics of retired persons, and on a variety of living accomodations for elderly persons.	U.S. Census reports Testbook: Geriatrics: A Study of Maturity
4. Identify available local living facilities for the elderly within the community, i.e. condominiums, elderly housing, life care cneter, nursing homes, etc.	Guide to local facilities for the elderly as available from Dept. of Human Resources or related local govermental agency.
5. Listen to speaker presentation on ways in which the community deals with its elderly population in terms of housing, financial aid and employment counseling.	Speaker: professional from Human Resources dealing with the elderly within the community
6. Complete written assignment which matches a variety of elderly individuals and/or couples with the type of housing most appropriate for their individual needs.	Teacher-developed dittos dealing with elderly housing
7. Complete assigned reading on economic concerns of the retired individual.	Pamphlets from local insurance companies or agencies on economic concerns of retirement and proper financial preparation.
8. Construct a month's budget for a retired person or couple on a fixed income.	Budget project assignment
9. Listen to speaker presentation on financial support for the elderly.	Speaker: representative from social security administration or retirement planning
10. Participate in classroom discussion regarding occupational opportunities for the older person including age discrimination legislation and community employment opportunities.	
11. Listen to presentation on the Foster Grandparent Program (or related community program for the elderly person)	Speaker: active participant in Foster Grandparent Program (or similar organization)
12. Complete personal questionnaire on socialization and interpersonal relationships to relate socialization needs for the elderly person living alone.	Teacher-developed questionnaire
13. Participate in small group discussions on ways in which older persons may satisfy the need for satisfying personal interests.	
14. Complete assignment to identify local agencies which provide means of socialization and entertainment for the elderly.	Teacher-developed assignment sheet on researching community resources.

Unit III

Unit Title: Special Needs And Problems of the Elderly

Time Allotment: approximately 2 weeks

Overview:

This unit will present the student with information regarding the special needs of the elderly in regard to personal hygiene, safety and problems related to mental deterioration and conditions of aging. Each age group throughout the life cycle presents special needs and problems which must be satisfied or provided for. The needs of the older age group must be recognized and met in order to preserve health, prevent accidents and maintain dignity. The focus will be on general guidelines which may be adapted to a variety of specialized areas of geriatric care.

Unit Outline:

I. Personal Hygiene
    A. bathing and skin care
        1. daily maintainance
        2. special skin problems
        3. foot care
    B. hair and nails
    C. oral hygiene
II. Safety
    A. causes of accidents
        1. intrinsic factors
        2. extrinsic factors
    B. accident prevention
        1. awareness of the problem
        2. safety provisions in the home
            a. poisonings
            b. burns
            c. falls
        3. safety provisions for the elderly in the community
            a. handicapped facilities
            b. project "lifeline"
        4. educating the older person
III. Mental Deterioration and Related Problems
    A. normal patterns of behavior
    B. confused behavior
        1. physical factors
        2. types of confusion
        3. organic brain changes
        4. depressive conditions
    C. drug and alcohol abuse
    D. reality orientation
IV. Physical Conditions of Aging
    A. circulatory changes
    B. respiratory conditions

- C. orthopedic disabilities
- D. problems of elimination
- E. disease conditions
    1. malignancies
    2. diabetes mellitus

Performance Objectives:

The student will be able to:

1. describe adaptive personal hygiene needs of the elderly which result from bodily changes of aging.
2. differentiate between intrinsic and extrinsic factors causing accidents and injuries among the elderly.
3. list appropriate safety measures to prevent accidents in the home resulting from falls, burns and accidental poisoning.
4. describe community responsibilities for providing for the handicapped and disabled elderly.
5. explain the unique facilities within the local community which give the elderly access to its emergency system.
6. describe basic behavior patterns which are ongoing throughout life.
7. explain four different types of mental deterioration and confused behavior common in the older person.
8. explain the problems associated with drug and/or alcohol abuse among the elderly.
9. describe principles of reality orientation.
10. list special needs of the elderly which result from physical conditions of illness, i.e. orthopedic disabilities, circulatory conditions, etc.

Student Learning Activities:	Resources:
1. Complete written assignment outlining routine personal hygiene tasks and habits at four different stages of life.	Teacher-constructed dittos
2. Listen to teacher presentation explaining external skin changes which affect personal hygiene needs.	Textbook: *Geriatrics A Study of Maturity*
3. Participate in classroom discussion on special skin, teeth and related problems of the elderly.	Selected pictures, posters and commercial product advertisements depicting external changes of aging.
4. Complete classroom assignment differentiating between intrinsic and extrinsic factors causing a variety of accidents.	Teacher-constructed assignment sheet
5. Read assigned articles relating to causes and statistics of accidents occuring to elderly people within the home.	Copies of current articles from insurance company statistic reports on accidents among the elderly.

6. Compile list of safety practices for the elderly person within the home to prevent accidents from falls, burns and poisonings.	Speaker: community resource person from either state or local level Dept. of Human Resources.
7. Listen to speaker presentation on laws and practices regarding provisions within the community for the handicapped and/or disabled, including the elderly.	Speaker from or field trip to facility involved with "lifeline" project for providing emergency and medical help for elderly.
8. Observe available community facility for providing the elderly with access to its emergency system.	
9. Listen to teacher presentation on behavior patterns of individuals throughout life.	
10. Role play a variety of behavior patterns to a given life situation.	
11. Complete assigned reading on a variety of confusion patterns, mental changes and related terminology, including Alzheimer's Disease.	Reading assignment--teacher-produced, or text as available on mental changes and behaviors.
12. Listen to speaker presentation on Alzheimer's Disease and related problems.	Speaker: Gerontologist or nursing home professional.
13. Create individual project depicting a kind of reality orientation which could be used by a care facility for confused elderly persons.	Project assignment
14. Listen to teacher presentation on various physical conditions of illness common with aging.	Textbook: Geriatrics, A Study of Maturity
15. Participate in classroom discussion regarding the ongoing problem of drug and alcohol abuse and the ways in which this problem affects the elderly population.	
16. View related films/filmstrips on conditions of illness.	

Unit IV

Unit Title: Consumerism

Time Allotment: Approximately 2½ weeks

Overview:

This unit will present the student with background information concerning the role and options of consumers, in particular the elderly consumer. They will be prepared to assist the elderly population in making wise purchases, and managing their resources. Learning experiences in the area of legal concerns of the elderly and their future choices will be included.

Unit Outline:

I. Shopping Skills

  A. Comparison Shopping
  B. Labeling
  C. Unit Pricing
  D. Types of Stores and Services

II. Consumer and The Law

  A. Rights and Responsibilities (Tenant/Landlord)
  B. Filling out Forms
  C. Frauds and Scams

III. Management of Resources

  A. Needs vs Wants
  B. Inventory of Assets
  C. Banking Services
  D. Contracts

IV. Provisions for the Future

  A. Food, Shelter, Clothing
  B. Financial Security

V. Community Resources

Performance Objectives

The Student will be able to:

1. Analyze factors for selecting goods in the market place.
2. Understand the rights and responsibilities of the elderly consumer.
3. Apply resource management principles in guiding the elderly.
4. Know the options available to the elderly in planning their future.
5. Identify community programs and resources which are available to home care clients.

Student Learning Activities:	Resources:
1. Have students role play an older, deaf person shopping for a car or glasses; an older person with limited vision purchasing food and checking out at the cash register; an older person with a wheelchair purchasing clothing. Analyze the ways in which businesses might make shopping more enjoyable and efficient for such shoppers. Reports could be submitted to the media, or a videotape of your work could be made.	
2. Survey the local businesses to determine those which accommodate the person in a wheelchair or using a walker. Make a resource list for the elderly and distribute to them.	Local stores
3. Scan periodicals in school library and other sources to report on articles relating to the elderly and their roll in the marketplace.	Current Periodicals
4. Find examples of advertising aimed at the elderly on television, in magazines, or in store displays and explain to the class the appeal to the aging. Analyze it critically as to potential effects, positive and negative. Create their own ads.	
5. Design a layout of a grocery store which would be adapted to needs of people using walkers and wheelchairs. Identify the differences from today's grocery stores and the reasons for the differences. Present the plans to a local store manager for reaction.	Grocery Store Manager
6. Instruct students to identify concentrated areas of elderly in their community and to investigate the accessibility of the areas to grocery stores, the types of transportation which are available for elderly shoppers, and any programs which have been designed to make food purchasing easier. Results might go to local media after being reported in class.	

7. Compare food labels of small portion convenience foods for nutritive value, cost, etc.	
8. Create a display explaining a unit pricing label. Bring to an elderly center and explain its usefulness.	
9. Find out how to contact local chapters of national associations and local agencies that provide services for the elderly. Make a list of such groups, with addresses and phone numbers, available to elderly persons.	
10. Videotape mock frauds and scams. Show the tape during an informative presentation to the elderly in your community	Visit elderly housing project
11. Compile a booklet of addresses, and telephone numbers that could serve as a reference. Might include: Better Business Bureau, friends or family members, doctors, banks, etc. Distribute to the elderly.	
12. List guidelines for helping elderly with monthly bills.	
13. List business matters with which you can help the elderly such as: Social Security checks, bank balances, utility bills, personal correspondence.	
14. Invite a representative from the Legal Aid Society to talk on rights of the elderly.	Speaker from Legal Aid Society
15. Study the different forms of record keeping collected from home health agencies and hospital nursing stations. Make a chart including such items as: physical appearance, emotional response, interactions with staff and family, eating habits, medications, nursing care. Study some sample forms that have been filled and note the method of reporting observations of patients' condition and changes.	Speaker representative from home health agency.
16. Locate foods in a local grocery store which come in one or two portion sizes. Classify them into food groups and discuss the foods from the financial, storage and preparation perspectives.	Visit grocery store

17. Obtain application forms for Social Security, Medicare and Food Stamps. Discuss the impact of these on the elderly individual.	
18. Invite a member of the Gray Panthers to discuss their efforts.	Speaker from the Gray Panthers
19. Secure copies of the state legislature's recent bills dealing with issues for the elderly such as nursing homes, geriatric education, dentures, audiological services, transportation, or tax assessments.	
20. Have individual students report on the implications for the elderly of such current legislation as: Public Law 92-258, Older Americans Act, Title 4-Meals on Wheels; Title 7-Congregate Meals; Public Law 92-603, Amendment to the Social Security Act.	
21. Plan a project that will help old people in your community. For example, students could spend a Saturday helping to paint or repair the private residence of an old person or a senior citizen center. Be sure to involve the older generation as you plan the project.	
22. Debate the issue of mandatory retirement. Students may research the issue and present the debate, or community leaders representing the different prespectives of the issue may be invited to address the class. Give each side an opportunity to present its perspective before allowing questions, answers and rebuttals.	
23. Provide students with materials with which to debate the rights of senior citizens to death with dignity, to continue working past "normal" retirement years, and/or to services of a nursing home ombudsman.	Film "Speaking for the consumer" "Problems of the Elderly" or "Speaking for the Consumer-Protection for Senior Citizens:
24. Invite 2 or more financial planning experts to class to explain how and when to plan for retirement and other concerns of the elderly, and investment option.	Speaker - Financial Planning
25. Conduct a poll of people over 65, asking them to rank their major concerns.	
26. Plan a budget for a homebound elderly couple to live within Social Security payments. Have such a couple and/or a social worker react to the resulting budget.	

27. Brainstorm a list of "needs" of people aged 5,25,45,65. Do the same for the possible "wants" for each age level. Compare.

28. Individual students can report to class on their findings regrading use of special financial savings plans for the elderly which may be offered in the locality by such businesses as:

    Bus companies, optical concerns, restaurants, drug stores, parks, cooperative grocery stores, motels, banks.

29. Visit a bank and interview a manager about the services available for the elderly.

    Visit a bank

30. Begin a service of a pictorial inventory of assets of the elderly.

31. Invite older persons to class to explain how they select clothing which is easy for them to keep clean, and/or how they make clothing warmer.

32. Ask an older person to explain how they react/adapt to the youthful styles of clothing prominent in stores today.

33. Ask an older man who lives alone to explain how he manages his clothing needs.

34. Locate sources of clothing which sell less expensive, "irregular," or used clothing. Have students select clothing which might be appropriate for a particular older person and estimate the possible savings per item selected.

35. Visit a second hand clothing outlet. Evaluate the cost and quality of the available clothing.

    Arrange a trip to a used clothing outlet.

36 Think of ways to make the laundry process a less tiring task for an older person. Share ideas with the class.

37. Design an apron which an older person could wear to keep their "special" things at hand.

38. Select pictures of clothing which an older person with a particular physical limitation might mix and match to extend their clothing budget.	
39. Carry out a survey of older mens' and womens' shopping priorities for clothing according to price, fiber, quality, fit, design, and color. Particular types of garments may be studied.	
40. Have individual students look through pattern books to find clothing which might be adapted for older people with physical handicaps, e.g., loss of arm or leg, confinement to a wheelchair, limited use of a hand; or bodily changes with age, e.g., larger waistline, hump in back, curvature or spine. The adaptations may include changes in placement of openings or use of Velcro snaps instead of buttons, but must also show consideration for attractive retention of the design of the garment.	Pattern books
41. Ask older home owners to explain how they have lowered their utility costs through such energy-saving procedures as shutting off unused rooms, adding an automatic timer to their water heater, eliminating air "leaks" or changing their use of phone, water, or electricity.	
42. Invite older persons to explain how they saved money during their vacation because of the special rates which they they secured at motels or parks because of their age.	
43. Secure a business representative who is responsible for pre-retirement planning sessions to explain the process used with their employees, the types of questions usually raised, and the evidence of success of the service to employees.	Speaker from businesssector
44. Invite a social worker to discuss the local services which are available to the elderly, including legal counseling and medical alternatives.	Speaker - social worker

45. Invite an older person who is living independently to discuss how they manage food purchasing, food preparation, and meal time.	
46. Invite an older person to talk about the changes which the person has seen occuring during his/her lifetime in food related-equipment and in variety of foods, or to share a hobby such as gardening, or to exlpain how s/he manages a quality life on a reduced income.	
47. Break into small groups. Each group will investigate one of the following: "The average Social Security allotment in Connecticut." "Medicare and/or Medicaide."	
48. Invite a person from a local welfare office to explain how Food Stamps are managed and administered and other sources of income in old age.	Welfare office
49. Write a report on "New Living Facilities for Elderly", "Housing Development for the Elderly". Investigate possibilities in the immediate area.	Speaker from the Welfare Office
50. Conduct an oral report on "The Biggest Problem in Retirement".	
51. Assign students to visit a business such as a nursing home. Homemakers Upjohn, recreation center, senior citizens center or counseling center to find out their procedures in hiring, training, and paying employees.	
52. Tour a hospital to observe such things as the types of equipment and construction of bathrooms which might be useful for the elderly in their own homes.	
53. As students to examine the floor plans of houses to determine the most appropriate arrangements for a family which has an older relative living with them. Emphasize how housing purchased in early years of the family's development might be adapted for the later years.	

54. Provide floor plans of apartments or pictures of rooms for students to use in selecting and explaining the most appropriate housing choice for an elderly person who is still independent.

55. Have students explain the advantages to an elderly homemaker of such items as a toaster oven, tongs, or wheeled laundry cart.

56. Have students examine their homes for areas which might be unsafe or dangerous for an elderly person with either loss of hearing, sight, use of an arm or a leg, and explain what might be done to correct the problem.

57. Simulate physical characteristics of elderly in housing situations, such as going up steps with a walker, to increase understanding of aging.

58. Conduct a class survey of the elderly who have moved to the community to determine the percentage who chose their new arrangement for each of the following reasons:

    Cost of living, climate, income taxes, health facilities, crime rate, potential for activity, proximity to relatives or friends.

59. Brainstorm "Some people enjoy retirement because . . . ."

60. Collect and compile a notebook and/or bulletin board on abuses and advantages taken of elderly.

61. Invite a representative from the Health Department to speak on common health problems of old age. Discuss how each of the health problems would affect the way of life.

    Speaker from Health Department

62. Ask students to volunteer to try a special diet (e.g., low sodium, low fiber, low cholesterol, low calorie) for a short period of time. Then students could report their reactions to the class and suggest ways to improve the diets.

63. Write a menu for older people with weakened teeth or dentures, keeping in mind the basic food groups, color, texture and flavor arrangements. If possible, students might get reactions to their menu from an older person.

64. Think of adaptations that could be made when preparing food to make it easier and safer for the person with the following limitations or to actually prepare the food and serve it to the person who has:

    Stiffening of the hand joints, loss of muscle power in an arm or hand, loss of receptors for touch or pain, loss of receptors for smell or taste, difficulty in standing to cook or wash dishes - such as wheelchair-bound, loss of vision.

65. Plan and present a program at a congregate meal site on such topics as weight control, exercise, or food fads and fallacies.

66. Secure a week's menus from a local home for the elderly. Analyze the menus for adequate nutrition.

67. Write fact sheets concerning either basic nutrition for the elderly, food fads and fallacies, or one of the special diets, e.g., low calorie, low sodium, low cholesterol. Ask a local dietitian to check the sheets for accuracy. Students could distribute printed copies at churches, senior centers, or food stores.

68. Visit a congregate meal site. After the visit they could report on the food and socilization which occured, and their own conversations with the elderly.

69. Invite to class older people who have resided in the community many years to describe the changes which they have observed over the years, for example in houses and property or changes in services for the elderly.

Speaker -Elderly Community Members

Name ______________________ Date ____________ Class ____________

Chapter 10

The Consumer in the Marketplace

To help you to . . .

- *Make careful decisions in the marketplace.*
- *Understand how consumer aids can help you.*
- *Buy food that gives the most value for your money.*

(*Text Pages 173–187*)

CHECKING YOUR KNOWLEDGE Score ________

Read the following statements carefully. In the space at the left of each statement, write + if the statement is true or write 0 if the statement is false. Each correct answer is worth 5 points for a total of 100 points.

______ 1. A consumer is a person who purchases and uses economic goods.

______ 2. The decision-making process can help consumers make wise choices in the marketplace.

______ 3. Low-income families in the United States spend a lower percentage of their money on food.

______ 4. When the demand for food is greater than the supply, prices tend to be higher.

______ 5. The demand for food has little relationship to the increase in world population.

______ 6. Shoplifting and careless handling of food by consumers does not add to the price of food.

______ 7. Buying clubs and co-ops are ways of buying food at a lower price.

______ 8. Understanding sales techniques used by stores can help you shop for food.

______ 9. By law, a picture of the product must appear on the food label.

______ 10. If the label reads "noodles with beef" it means that there is more beef than noodles in the product.

______ 11. Imported products may have labels printed in a foreign language.

______ 12. All food stores in the United States have unit pricing.

______ 13. Unit pricing makes it easier for consumers to figure out the price per unit and make price comparisons among various brands and sizes.

______ 14. Open dating is usually found on perishable and semi-perishable products.

______ 15. The aisles, shelves, and displays of food stores are designed specifically to encourage customers to buy.

______ 16. Most food stores place high-profit items such as baked goods, produce, and milk around the outer sections of the store.

______ 17. Food stores have less profitable items stacked on shelves at eye level, within easy reach.

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______ 18. The checkout counter near the entrance is an excellent location to place items for impulse buying.

______ 19. Studies show that as much as 40 percent of the food dollar can be saved if a shopping list is followed.

______ 20. Shopping when hungry often results in buying more than you need.

WORDS AT WORK

Score________

Match the term in Column B which best corresponds to each description in Column A. Write the letter *and* the term in the blank space provided in Column A. Use each term only once. Each correct answer is worth 10 points for a total of 100 points.

Column A

________________ 1. Specifies the ingredients a product must contain.

________________ 2. Choosing something suddenly and without planning.

________________ 3. Associations which are incorporated and are composed of people who buy food directly from wholesalers.

________________ 4. A store in which ready-to-eat food products are sold.

________________ 5. The cost per ounce, item, or other convenient measure displayed on a tag attached to the shelf.

________________ 6. The total quantity of goods and services for sale at various prices at a given time and the willingness and ability of people to purchase them.

________________ 7. Food selling establishments operating mostly on a self-serve basis.

________________ 8. Associations composed of people who buy food directly from wholesalers and who are not incorporated.

________________ 9. A system by which prices on food products are totaled by a computer at the checkout counter.

________________ 10. A date usually appearing on perishable and semiperishable packaged products.

Column B

A. buying clubs
B. convenience foods
C. co-ops
D. delicatessen
E. impulse buying
F. interest
G. open dating
H. standard of identity
I. supermarkets
J. supply and demand
K. unit pricing
L. universal product code

FOR FURTHER UNDERSTANDING

1. *Food shopping facts*. The key to being a smart shopper is to be informed about changes in the marketplace. Answer the following questions:
   (a) List the information which is required by law on food labels.
   (b) Tell how to use unit pricing to compare food prices.
   (c) What is meant by "universal product code"?
   (d) Identify five consumer services which can increase the cost of food in a store.
2. *Shopping lists*. Time, energy, and money can be saved by planning.
   (a) Give five helpful hints in preparing a shopping list at home.
   (b) List ten helpful pointers to practice for smart shopping at the store.
   (c) What practices are used in food stores to encourage impulse buying?

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Name ____________________ Date ____________ Class ____________

LOOKING BACK
Part 2: Consumer Decisions

SCRAMBLEGRAM

How well did you read each chapter? Did you find the big ideas that help you to understand the skills needed by consumers to cope effectively in the marketplace? Unscramble the word or group of words that complete each important idea. Write the correct terms in the space provided before each statement.

Example: ____value____ Consumer aids can help food shoppers get more (ALEUV) for their money.

Chapter 10: THE CONSUMER IN THE MARKETPLACE

____________________ 1. Knowing the (PSETS) in making (CONSIIDSE) helps consumers to stretch food dollars.
____

____________________ 2. The economic law of (PYSUPL) and (MDEDNA) is an important reason why food prices fluctuate up or down.
____

____________________ 3. (EPNO GATNID) appears on perishable and semiperishable packaged products.

____________________ 4. Consumers can compare similar products and size containers by checking (TUIN) pricing.

____________________ 5. Smart shoppers read and understand the (SLAEBL) on food products so they can make intelligent choices.

Chapter 11: YOUR BUYING GUIDE TO FOOD

____________________ 6. Intelligent consumers know the (SASTHCRCIARITEC) of freshness and quality in various foods in order to get the most value in money and nutrients.

Chapter 12: HOW TO STORE FOOD

____________________ 7. Proper (GASTEOR) helps prevent food spoilage and helps keep the quality of food.

Chapter 13: YOUR KITCHEN

____________________ 8. The (MLEPNATCE) of major appliances influences the efficiency in food preparation, serving, and clean-up.

____________________ 9. Planned work centers in the kitchen save (EMIT) and (RENYEG) and reduce fatigue.

Chapter 14: HOW TO BUY KITCHEN APPLIANCES AND EQUIPMENT

____________________ 10. Stores and manufacturers give written guarantees and warranties to spell out their (BIYLAILTI) to the buyer.

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Name ______________________ **Date** __________ **Class** __________

Chapter 11

Your Buying Guide to Food

To help you to . . .

- *Identify the kinds of food sold.*
- *Judge the quality of food.*
- *Choose the best food for your needs.*

(Text Pages 189–221)

CHECKING YOUR KNOWLEDGE **Score** ________

Read the following statements carefully. In the space at the left of each statement, write + if the statement is true or write 0 if the statement is false. Each correct answer is worth 5 points for a total of 100 points.

_____ 1. Locally produced raw milk is safe to drink.

_____ 2. Milk contains 87 percent solids and 13 percent water.

_____ 3. The lower the fat content, the lower the calories of milk products.

_____ 4. Cheese is a concentrated form of milk, separated from the liquid of the milk.

_____ 5. Slightly bruised fruits and vegetables are good "buys."

_____ 6. Fresh fruits and vegetables are known as produce.

_____ 7. Mature fruits are those that have reached their full size and are ready to eat.

_____ 8. Immature fruit and underripe fruit mean the same thing.

_____ 9. Most fresh fruits are highly perishable and lose their quality quickly.

_____ 10 The deeper the color of green and yellow vegetables, the greater the amount of nutrients.

_____ 11. Root vegetables should be used within two to five days.

_____ 12. Do not buy damaged, leaking, rusty, or bulging cans of food at any price.

_____ 13 Prime is the grade of meat which has the least amount of marbling.

_____ 14. Most cuts of meat can be identified by the shape of the bone.

_____ 15 Grayness in prepackaged ground meat means that it is spoiled and should not be eaten.

_____ 16. Veal is high in fat content and should be avoided by those on low cholesterol diets.

_____ 17. In figuring meat costs, the price per serving is more important than the price per pound.

_____ 18. Shellfish are lean and low in calories.

_____ 19. In selecting poultry, the grade tells you how tender the bird is.

_____ 20. The price of eggs is primarily determined by their size.

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WORDS AT WORK

Score ________

Match the term in Column B which best corresponds to each description in Column A. Write the letter *and* the term in the blank space provided in Column A. Use each term only once. Each correct answer is worth 10 points for a total of 100 points.

Column A

________________ 1. Gives firmness, color, and flavor to pasta.

________________ 2. Several items held together with a tape or band and sold as a unit.

________________ 3. Includes all macaroni, spaghetti, and noodle products.

________________ 4. Fat flecks throughout meat giving it tenderness and flavor.

________________ 5. To heat a liquid at a temperature hot enough and long enough to destroy unwanted bacteria.

________________ 6. Fruits at their best state, ready to be gathered and eaten.

________________ 7. The skeletal framework that adds elasticity to the dough of baked products.

________________ 8. To add flavor and help preserve pork by adding salt and other chemicals.

________________ 9. Requires long, slow cooking to make it tender.

________________ 10. The breaking up of fat globules of milk mechanically into tiny particles to prevent separation of the mixture.

Column B

A. connective tissue
B. gluten
C. homogenize
D. marbling
E. pasta
F. pasteurize
G. durum wheat
H. ripe
I. age
J. underripe
K. unitized
L. cure

FOR FURTHER UNDERSTANDING

1. *A consumer guide to cutting costs.* Find hidden leaks in food spending. Develop a checklist of ways to cut down on food costs and still buy things that serve your needs. Example: Buy the right grade of food for the right purpose.

2. *Stretch your food dollars.* Tell why the following statements help to save on food purchases.
   (a) Canned or frozen whole vegetables usually cost more than cut styles.
   (b) A can with bulging ends should not be bought at any price.
   (c) When buying frozen food, you should make sure that the package is firm.
   (d) Fruits and vegetables in season are usually lower in price.
   (e) Price per serving rather than price per pound is a guide for buying meat, fish, or poultry.
   (f) Lower-priced canned vegetables are good choices for soups, stews, and casseroles.
   (g) Domestic cheese costs less than imported.
   (h) Medium-size vegetables are preferable to overly large sized.

3. *Plan meals around meat specials.* Collect meat food ads for several weeks Supply and demand will affect the different meats advertised. Use these "meat specials" as a basis in planning three balanced meals. Attach the advertisements to the written menus. Estimate the total cost per serving for each meal.

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Name ______________________ **Date** ____________ **Class** ____________

Chapter 13

Your Kitchen

To help you to . . .

- *Analyze kitchens for efficiency.*
- *Make the best use of your kitchen to meet your needs.*

(Text Pages 237–249)

CHECKING YOUR KNOWLEDGE **Score** ________

Read the following statements carefully. In the space at the left of each statement, write + if the statement is true or write 0 if the statement is false. Each correct answer is worth 5 points for a total of 100 points.

______ 1. Ideally, the kitchen should not contain more than three work centers.

______ 2. When possible, food and utensils should be stored in the location where they are first and most often used.

______ 3. Each major work center includes a large appliance such as a range, sink, or refrigerator.

______ 4. It is desirable to have all traffic through the kitchen inside the work triangle.

______ 5. A pegboard is a decorative addition to the kitchen and useful for hanging utensils and tools.

______ 6. Kitchens may be updated at limited cost by following suggestions in home building magazines and other design references.

______ 7. The best traffic and work pattern is the U-shape kitchen because it usually has the shortest walking distance between appliances.

______ 8. A corridor kitchen should have a door at each end for good traffic flow.

______ 9. Water-base paints wash more easily than enamel paints on kitchen walls.

______ 10. When a fuse "blows" it means that more electricity is flowing through the circuit than the wiring is designed to handle.

______ 11. Using metal coins or larger fuses in a fuse box can cause the house to catch on fire.

______ 12. A basic safety rule for all kitchen appliances is that they should be grounded to prevent electrical shock.

______ 13. New apartments and houses always have adequate wiring for modern appliances.

______ 14. A one-wall kitchen usually gives the most storage.

______ 15. A wall outlet with two holes means that the wires have been grounded.

______ 16. Extension cords are safe to use with portable appliances.

______ 17. Food, heat, and moisture in kitchens attract insects and other pests.

______ 18. Plants near kitchen preparation centers should be avoided, even though they are attractive.

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______ 19. The lower the number, the heavier the wire used in extension cords.

______ 20. Faulty wiring may cause lights to dim when appliances are used.

WORDS AT WORK

Score______

Match the term in Column B which best corresponds to each description in Column A. Write the letter *and* the term in the blank space provided in Column A. Use each term only once. Each correct answer is worth 10 points for a total of 100 points.

Column A

______________ 1. A way of expressing the amount of electrical power.

______________ 2. Provides a path for the electricity to travel if something happens to the wiring.

______________ 3. A measure of the pressure of electric current.

______________ 4. The path of an electric current flowing through wires.

______________ 5. A pattern or system of work.

______________ 6. A measure of the volume of electric current.

______________ 7. A kitchen counter extension.

______________ 8. Areas into which kitchens are divided.

______________ 9. A plug which allows only a limited amount of electricity to pass through each circuit.

______________ 10. The range, refrigerator-freezer, and sink arranged in a three-pointed pattern.

Column B

A. ampere
B. circuit
C. fuse
D. grounding
E. kilowatt hours
F. peninsula
G. receptacle
H. volt
I. watt
J. work centers
K. work flow
L. work triangle

FOR FURTHER UNDERSTANDING

1. *Working conditions in food preparation.* Write a two or three page report on "Body Mechanics and Working Conditions." Information should be based on research studies found in references in the library. Factors to consider include posture, muscle strain, correct height for sitting, standing, reaching, bending, flooring, carts, lighting, ventilation, table and counter heights, and noise pollution.

2. *Kitchen convenience.* Analyze your kitchen at home. (a) Draw a diagram of the placement of the work centers. Draw in the work triangle and indicate its measurement. (b) What basic kitchen plan does your kitchen have? (c) Explain why you would describe your kitchen as convenient or inconvenient. (d) Suggest some ways to make your kitchen more efficient without remodeling.

3. *Streamline methods of work.* Assume that you will give a party for ten of your friends at home. Suggest ways of planning for the event to reduce work for yourself before, during, and after the party.

4. *Electric cords in your home.* Check the safety of electric cords in your home. What should you look for? What dangers are present if you have frayed or broken electric cords?

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Name ____________________

Label Reading

1. Label information required by law:

    a.
    b.
    c.

2. What is the net weight of Nutri-Oats?

3. What is the sreving size of Nutri-Oats?

4. How many servings are there in a box?

5. What is the retail price?

6. What is the cost per serving?

7. How many calories are there in one serving of Nutri-Oats witn milk?

8. What nutrient is listed in grams and percentage of U.S. RDA?

9. What are the numbers of grams and percentage of this nutrient?

    __________grams __________%

10. If a person is a diabetic and can't eat sugar, can that person eat this cereal?

11. In what order must ingredients be listed on a label?

12. If you wanted to contact the manufacturer where would you write?

13. How much milk is used in the column of Nutri-Oats plus vitamin D milk?

14. What is the highest nutrient contributed with milk added?

    __________ nutrient __________ %

15. Is a "special claim made about this product?

    If so, what is it?

16. Is there a Universal Product Code on this label?

LABEL READING

(Cereal Labels)

REQUIRED LABEL INFORMATION	Box 1	Box 2
1. Name of the product.		
2. Variety or style of product.		
3. Weight of product.		
4. Name and address of manufacturer.		
OTHER LABEL INFORMATION		
1. List the ingredients found in your product.		
2. List any "special claims" of your product.		
3. Are there directions for cooking/eating?		
NUTRITIONAL CLAIMS INFORMATION		
1. Size of one serving.		
2. How many servings in the whole box?		
3. How many calories in each serving?		
4. Is there a date on the product to tell you it isn't fresh any longer?		

1. Did you find anything else on your labels? __________

   What are they and why do you think they are there?

FACT SHEET

UNIT PRICING HELPS YOU CHOOSE THE RIGHT BUYS.

WHAT IS UNIT PRICING?

Unit pricing is a very special approach to pricing. At glance it tells shoppers just how much they actually pay for the product they buy - per item.

So if you are faced with the problem of deciding which of six brands of jelly, or 10 brands of soap would be the best buy for you, compare the Unit Price Tags in your store and you will be able to solve it.

(Unit Price)	UNIT PRICE	RETAIL PRICE	
(Per Pound) (Per Ounce) (Per Quart) (Per Count) (Per Foot)	$1.30	.69	(Retail Price)
	NAME OF ITEM	8½ oz.	(Package Weight)

Price is not the only consideration - compare quality, size, taste and ease of preparation, too.

If you have not used it yet, try it, who knows how much money you might save?

For further information concerning
this Act, please contact:

Department of Consumer Protection
State Office Building
165 Capitol Avenue
Hartford, Connecticut 06115

A RENTER'S LEASE

Renting housing calls for careful examination of the lease. Below are some examples of paragraphs from Joe and Marilyn Heath's lease. Read each paragraph and answer the questions at the side of each section.

Section A: Lessee (tenant) hereby leases from Lessor (owner) for residential purposes the premises designated as Apartment C, Northbrook Terrace. Lessee has examined and knows the condition of the premises. Lessee has received the premises in good order and repair except as may be otherwise specified below. No other agreements concerning the condition or repair of the premises have been made except as expressed herein.

T F 1. Under the terms of the lease, the tenants are entitled to free parking.

_____ 2. During the first month in the apartment, the tenants found a large hold in the carpet. Window screens had been piled over the hole. What is the best advantage to take?

A. Ignore the hole since they didn't make it.

B. Contact the landlord and ask him or her to replace the carpet.

C. Contact the landlord and come to an agreement as to what must be done and who pays for it.

D. Ignore the hole until the landlord discovers it.

Section B: Lessor will supply hot and cold water to the premises for the use of the lessee. Lessor will also supply heat in reasonable amounts necessary from October 1 until May 31. In addition, the landlord will supply the following utilities to the demised premises: electricity, gas, garbage removal, and trash removal.

T F 3. Joe is cold one night in September and complains about the lack of heat. Under the lease, he is entitled to heat.

T F 4. If Joe and Marilyn want a phone, the landlord has to provide a hookup for it.

Section C: Lessee will take good care of the apartment desired. No cat, dog, bird or other small animal will be kept in or about the premises. Cooking shall be done only in the kitchen and under no circumstance on the porches, balconies, or in other exterior areas. Upon termination of this lease, the lessee will vacate the premises, return all keys, and leave the premises in as good condition as it was received (with allowances for normal wear and tear). Lessee agrees to repair all damage resulting from misuse or neglect. Upon lessee's failure to make such repairs, after reasonable notice by lessor, the lessor may make such repair and the lessee shall be liable for any reasonable expense incurred.

T F 5. Marilyn broke a ceiling fixture in the living room while practicing her gold swing. The landlord notified them to replace the fixture. After three months, the landlord replaced the fixture and sent them a bill for $45 for the fixture and installation. The landlord has the right under the lease to charge the Heaths for the light.

T F 6. Joe and Marilyn like to entertain and just bought a new grill. This would be useful in their apartment.

CLOTHING

Directions: Match the lettered term from Column B to the numbered phrase in Column A that best defines or describes the term. One term in each part is not defined or described. Write the letter of the term and its definition on the line provided.

Column A

Part 1:

_____ 1. Cost to buy plus cost of care

_____ 2. Specialty store carrying fashionable clothing.

_____ 3. A style adopted by a small portion of the population.

_____ 4. Garments sold in the United States that come from other countries.

_____ 5. Show manufacturer's instructions for taking care of textile products.

_____ 6. Special prices set on popular regular items to attract customers.

_____ 7. Store that sells damaged clothing or manufacturer overruns.

_____ 8. After you make a small down payment, the store holds the garment you want until you pay the full price.

_____ 9. Style of clothing accepted and worn by the majority of people during a particular period of time.

_____ 10. ______________________________

Column B

A. boutique
B. care labels
C. factory outlet
D. fad
E. fashion
F. imports
G. layaway plan
H. life-cycle cost
I. loss-leader discounts
J. seconds

Part 2:

_____ 11. Excess production from a clothing factory.

_____ 12. Plant and animal fibers.

_____ 13. Terms under which stores will take back sold items.

_____ 14. Requires that clothing products carry the name of the manufacturer

_____ 15. Giving up one thing to obtain another.

_____ 16. A written acknowledgement that verifies a purchase.

_____ 17. Written permission from a store to obtain merchandise at a later date. May be given when another item is returned.

_____ 18. Items that stores buy to sell at sales.

K. bargains
L. credit slip
M. Flammable Fabrics Act
N. manufacturer overruns
O. natural fibers
P. return policies
Q. sales receipt
R. special purchases
S. synthetic fibers
T. Textile Fiber Products Identification Act
U. trade-off

____19. Enforced by the Consumer Product Safety Commission.

____20. Items that you can purchase for less than they are worth.

____21. ______________________________

FADS - PAST AND PRESENT

Fads are different from fashion. Fads appear quickly and are adopted by only a small portion of the total population. Each generation has its own fads.

Directions: Ask three adults about the fads that were popular when they were in school. Gather the following information.

Person's Name	Years person was in high school	Clothing fad(s) person can recall
____________	19__-19__	________________
		________________
		________________
		________________
____________	19__-19__	________________
		________________
		________________
		________________
____________	19__-19__	________________
		________________
		________________
		________________

List two fads that are popular at your school this year: 1.____________

2.____________

Describe an item that is fashionable at your school:

SHOPPING FOR CLOTHES

Directions: Select an article of clothing that you would be interested in buying. Conduct a comparison shopping trip for the item and record the following information.

1. I am going to comparison-shop for ____________ because ____________
____

2. Describe the item (the color, fabric, sleeve length, etc.): ____________
____
____

3. Compare items and stores:

	(Store 1)	(Store 2)
The Item:		
Color		
Fabric		
Care information		
Cost		
Fit		
The Store Policies		
Credit or cash		
Return policy		
Other services		

4. Which of the two items would you buy? Why? ____________
____

5. Which store would you buy? Why? ____________
____

Unit V

Unit Title: Food Management

Time Allotment: 2 1/2 Weeks

Overview:

This unit covers all areas of basic kitchen survival including meal planning principles. Emphasis will be given to meeting the needs of the elderly population in terms of diet, economics and physical limitations.

Unit Outline:

I. Principle of Sanitation and Safety
  A. Proper Storage for All Types of Food
  B. Food Poisoning and Prevention
  C. Kitchen Hazards and Safety

II. Use and Care of Kitchen Equipment

  A. Techniques for Caring for Equipment
  B. Ways to Improvise Equipment
  C. Methods of Conserving Energy in the Kitchen

III. Principles and techniques of meal planning

  A. Planning Menus
  B. Preparation Techniques
  C. Food Service

IV. Relationship of Diet and Health

  A. Nutrients and their functions
  B. Special Diets for Health Reasons
  C. Variety within Special Diet
  D. Food Exchange Lists

Performance Objectives

The Student will be able to:

1. Understand proper procedures for safe handling and storage of food.
2. Apply the principles for efficient use and care of kitchen equipment
3. Practice meal planning techniques in the preparation and service of meals that meet the needs of the elderly client.
4. Understand the relationship between diet and health for the elderly.

Student Learning Activities:	Resources:
1. Complete and discuss worksheet "How to Store Food"	Sample #1 "How to Store Food"
2. View and discuss filmstrip "Keeping Foods Fresh"	Filmstrip "Keeping Foods Fresh"
3. Wrap "onion" in variety of materials to test for keeping qualities - test in 24-48 hours.	

4. Wrap "sandwich" in a variety of materials to test for keeping qualities - test in 24-48 hours.	
5. Complete and discuss worksheet "Sanitation and Safety"	Sample #2 "Sanitation and Safety Filmstrip A,B,C, of Food Poisoning
6. Using culture plates to grow bacteria: Make 2 identical plates: Refrigerate one and keep one at room temperature. Test for growth in 12, 24 and 48 hours.	
7. Research safety and sanitation practices at a local "home for the elderly."	Speaker from "Meals on Wheels" kitchen to discuss kitchen sanitation
8. Brainstorm common kitchen accidents, and how to arrange a kitchen to be safe for the elderly.	
9. Discuss first aid procedures for common kitchen accidents	Speaker from local Red Cross Association on "First Aid" for accidents
10. Complete and discuss worksheet "Kitchen Ecology"	Sample #3 "Kitchen Ecology"
11. Visit the kitchen of an elderly person to observe kitchen equipment.	
12. Have an elderly person come to class and discuss "My Favorite Pieces of Equipment"	
13. Test cook a common food item (green vegetable) in sauce pans of various materials - aluminum, Corning Ware, tin, compare for time, color change etcetera.	
14. Using a variety of cleaning supplies, clean bottoms or insides of pans. Which cleans with least energy? time? cost?	Speaker: Local Homemaker Services: Keeping a Kitchen Clean
15. Cut food into variety of sizes, cook, observe color, shape, texture. Discuss cooking methods. Broil, Boil, Fry, Saute.	Slides: "Preparing Fresh Vegatables:
16. Plan and prepare an "oven" meal. Compute cost of food, time required for preparation, and cooking.	Cookbook Cooking for Two
17. Brainstorm "How to improvise" if equipment is not available.	
18. Arrange a field trip to visit a congregate meal site: Report on the food, service and socialization.	Visit a Senior Citizen home where meals are served or visit a local nursing home during meal time.

19. Compare printed menus which cater to the elderly client: Analyze for appearance, color, food value, and cost.	Use menus from local newspapers, hospitals or magazines.
20. Discuss the basic 4 food groups and nutrients needed daily.	Use New England Daily Food Councils Basic Four Food Charts or For Mature Eaters Only or In Your Second Fifty Years.
21. Discuss food facts and myths.	Use sample #4 filmstrip "Food Facts and Fads".
22. Prepare and serve a meal from menus in Activities #2; Serve on a tray or in a simulated bed position.	
23. Plan, prepare and serve a nutirtious meal suitable for someone with poor fitting dentures.	
24. Discuss special diet problems of the elderly.	Speaker: Dietition from local hospital. Filmstrip "Exploring Nutrition Myths".
25. View and discuss a film or filmstrip "Nutrition for the Aging".	Film/Filmstrip
26. Discuss: "Meeting Special Food Needs."	
27. Discuss special diets such as a low sodium, low cholesterol, high protein, high potassium.	Facts about Potassium Recipes for fat controlled, low cholesterol meals. Cardiovascular Disease and Diet. Fats in your diet.
28. Prepare recipes for special diets ex. low sodium, and high protein.	
29. Bring samples of commercially prepared canned and frozen food items. Compare for content, sodium, sugar, and protein.	Collect labels and empty cartons or cans from store products. Use for Comparison.
30. Collect and discuss food exchange lists.	Use food exchange lists form March of Dimes Diebetic Exchange list.

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Name ______________________ **Date** __________ **Class** __________

Chapter 12

How to Store Food

To help you to . . .

- *Understand why food must be properly stored.*
- *Identify the different kinds of food storage.*
- *Store each type of food correctly.*

(Text Pages 223–235)

CHECKING YOUR KNOWLEDGE **Score** __________

Read the following statements carefully. In the space at the left of each statement, write + if the statement is true or write 0 if the statement is false. Each correct answer is worth 5 points for a total of 100 points.

______ 1. The way food is stored determines how long it keeps its nutrients and quality.

______ 2. Prompt storage of food at home helps to preserve the quality of the food.

______ 3. All microorganisms are harmful to the human body.

______ 4. Cold temperatures help to prevent bacteria from multiplying.

______ 5. The color of most molds is green.

______ 6. Microorganisms generally survive best in temperatures from 4 °C to 74 °C [40° F. to 165° F.].

______ 7. Microorganisms can be destroyed by cooking temperatures above 70 °C [160° F.].

______ 8. The area under the kitchen sink is a good place to store canned foods.

______ 9. The refrigerator door shelves are usually warmer than the interior of the refrigerator.

______ 10. Fruits and vegetables should be stored in the coldest part of the refrigerator.

______ 11. Most foods can be stored safely for three to four weeks in the refrigerator.

______ 12. The refrigerator shelves should be lined with foil or wax paper to keep them clean.

______ 13. Proper freezing and storage of foods require the temperature inside the freezer to be −18 °C [0° F.] or lower.

______ 14. In wrapping food for freezing, the food should be tightly wrapped and as much air as possible should be squeezed out.

______ 15. Plastic containers for freezing should be filled to the top to eliminate all air.

______ 16. Frozen food should be thawed at room temperature.

______ 17. Milk and cream are highly perishable and should be stored in the coldest part of the refrigerator.

______ 18. Dry milk mixed with water should be refrigerated the same as fluid milk.

______ 19. Food should be kept in its wrappings or container while thawing.

______ 20. Most fruit should be thoroughly washed and dried before storing.

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Name ______________________ **Date** __________ **Class** __________

Chapter 15

Sanitation and Safety

To help you to . . .

- *Recognize the causes of food-borne illness.*
- *Know how to prevent food-borne disease.*
- *Identify safety hazards in a kitchen.*
- *Use safety practices to prevent accidents in kitchens.*

(Text Pages 273–285)

CHECKING YOUR KNOWLEDGE

Score __________

Read the following statements carefully. In the space at the left of each statement, write + if the statement is true or write 0 if the statement is false. Each correct answer is worth 5 points for a total of 100 points.

_____ 1. Bacterial growth can be controlled by keeping hot foods hot and cold foods cold.

_____ 2. Food contaminated with harmful bacteria always has an odor or an off-flavor.

_____ 3. The body can usually cope with excess amounts of harmful bacteria.

_____ 4. Food poisoning symptoms usually begin from 3 to 12 hours after intake.

_____ 5. Some bacteria are present in the food when you purchase it.

_____ 6. Careful handling of food helps to prevent bacteria from multiplying.

_____ 7. Bacteria must have food, moisture, and the right temperatures in order to grow.

_____ 8. Once hands are washed, the same dishtowel used for wiping dishes and counters can be used to wipe hands.

_____ 9. Utensils used for raw food should be washed and dried before using them for cooked food.

_____ 10. Because bacteria multiply rapidly, cooked food should not be allowed to stand at room temperatures.

_____ 11. Stuffing uncooked meat, poultry, or fish the day before cooking is acceptable as long as food is kept in the refrigerator until ready to cook.

_____ 12. Warming up leftover food at low temperatures is sufficient since it has been previously cooked.

_____ 13. Small quantities of food heat slowly and cook more slowly than large quantities.

_____ 14. It is better to defrost foods in the refrigerator rather than placing them on counters.

_____ 15. Never use a metal object to remove food from an electric appliance while it is still connected to an outlet.

_____ 16. If grease catches fire when frying, cold water should be thrown on it.

_____ 17. Never mix two or more household cleaning products together because they may release poisonous gases.

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______ 18. Products in aerosol containers should be stored in a cool place and used only in well-ventilated areas.

______ 19. Bacteria are destroyed at freezing temperatures.

______ 20. If you get a burn, quickly apply grease, ointment, or oil.

WORDS AT WORK

Score ______

Match the term in Column B which best corresponds to each description in Column A. Write the letter *and* the term in the blank space provided in Column A. Use each term only once. Each correct answer is worth 10 points for a total of 100 points.

Column A

______ 1. An organization that protects people from products which may cause injury.

______ 2. Taking necessary precautions to keep bacteria out of food.

______ 3. Bacteria often found in improperly canned foods that causes severe illness or death.

______ 4. Known as food poisoning.

______ 5. Bacteria that produces a highly heat-resistant toxin with mild symptoms.

______ 6. Spore-forming bacteria often found at large community dinners and food events.

______ 7. Seedlike single cells capable of reproduction.

______ 8. Bacteria often carried by pets, insects, or rodents.

______ 9. This can cause death if a charcoal grill is used indoors.

______ 10. Keeping yourself clean to avoid transferring harmful bacteria to food or people.

Column B

A. National Safety Council
B. botulism
C. carbon monoxide
D. food-borne disease
E. perfringen poisoning
F. personal hygiene
G. salmonellosis
H. sanitation
I. shock
J. spores
K. staphylococcal poisoning
L. U.S. Consumer Product Safety Commission

FOR FURTHER UNDERSTANDING

1. *Safety hints in the kitchen.* Taking precautionary measures can lessen the number of needless accidents which occur daily. Give one safety hint for each item below:
   (a) Matches
   (b) Lighting a gas range
   (c) Pans on range surface
   (d) Grease fires
   (e) Knives
   (f) Electric appliances
   (g) Floors
   (h) Pets
   (i) Cleaning products

2. *Sanitation in the kitchen.* Plan a weekly cleaning schedule for your home kitchen. (a) List all the tasks to be done and give a tentative timetable for each task. (b) Review your schedule for possible changes after you have cleaned the kitchen.

3. *Controlling infection.* Communicable diseases are passed from an infected person or animal to others. Make a chart of common diseases that can be spread, especially when preparing food. Use the headings: Disease, Cause, How It Spreads, and Prevention.

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Name ______________________ Date ____________ Class ____________

Chapter 16

Kitchen Ecology

To help you to . . .

- *Conserve natural resources when preparing food.*
- *Save time and energy in the kitchen.*
- *Organize and simplify meal preparation.*

(Text Pages 287–305)

CHECKING YOUR KNOWLEDGE Score ________

Read the following statements carefully. In the space at the left of each statement, write + if the statement is true or write 0 if the statement is false. Each correct answer is worth 5 points for a total of 100 points.

______ 1. The environment affects the way people think, feel, and act.

______ 2. Conservation means to keep resources from being used up, as well as using them wisely.

______ 3. The major natural resources used in the kitchen are fuel, water, and food.

______ 4. Two personal resources are time and energy.

______ 5. Electricity can be easily stored in large quantities to help prevent brownouts.

______ 6. An appliance in poor working condition can often consume more fuel than it would normally.

______ 7. Dirt and grease accumulations do not affect the efficiency of an appliance.

______ 8. Surface cooking uses less heat than oven cooking.

______ 9. Preheating the oven is recommended for all foods.

______ 10. The temperature inside is affected by opening and closing oven and refrigerator doors.

______ 11. Metal pans and bakeware absorb and hold more heat than those made of glass ceramic.

______ 12. Cooked food should be cooled to room temperature before being placed in the refrigerator.

______ 13. Another term for vegetable cooking liquid is pot liquor.

______ 14. Ingredients in recipes should be listed in the order in which they are used.

______ 15. Cooking fat absorbs odors from strong-flavored foods.

______ 16. Foods that are boiled cook more quickly at high altitudes.

______ 17. Food baked onto pots and pans should be soaked in cold water.

______ 18. Leavened products, such as cakes and breads, rise more slowly at higher altitudes.

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______ 19. Pre-preparation and assembling needed items before you begin to work are basic principles in working efficiently.

______ 20. For efficient use of energy, pans should be slightly smaller than the surface unit.

WORDS AT WORK

Score______

Match the term in Column B which best corresponds to each description in Column A. Write the letter *and* the term in the blank space provided in Column A. Use each term only once. Each correct answer is worth 10 points for a total of 100 points.

Column A

______ 1. Little or no leftover food to be thrown away.

______ 2. The relationship between people and their environment.

______ 3. An occurrence caused by a greater demand for electricity than the supply available.

______ 4. The number of servings or pieces.

______ 5. Any food that is no longer suitable for eating.

______ 6. To reprocess used products so they can be used again.

______ 7. Instructions for preparing food.

______ 8. Action or process of getting ready for use ahead of time.

______ 9. The distance or height of land above sea level.

______ 10. To make unclean or contaminate.

Column B

A. altitude
B. brownout
C. conservation
D. ecology
E. food waste
F. pollution
G. portion control
H. pre-preparation
I. recipe
J. recycle
K. smoking point
L. yield

FOR FURTHER UNDERSTANDING

1. *Be an energy "waste watcher."* Make a list of those items that require electricity or fuel which you consider as essential to your life style. For example, color television may be considered either as a necessity or a luxury. Make another list of energy users that you could live without. Do your lists differ from your classmates? Why?

2. *Energy management.* Suggest two conservation efforts that can be taken in each of the following areas: (a) using the range (b) using the refrigerator/freezer (c) using portable appliances.

3. *Sound off on how pollution will affect our future.* Discuss in small groups and report to class on the following environment problems:
   (a) Air pollution. What causes it? How does it affect humans? What measures can be taken to remedy the problem?
   (b) Water pollution. Many of our streams, rivers, and lakes are foul. Where does your community get its water? Name some industrial uses of water. What can you do as an individual in your community to lessen water spoilage?
   (c) Noise pollution. Kitchen devices are known to create high noise levels and can cause such problems as irritation, headaches, and upset stomachs. Suggest ways to cut down on noise in the kitchen.

4. *Think metric!* Choose three or more recipes and practice converting customary measurements to metric equivalents.

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MODERN FOOD FAIRY TALES

We are constantly bombarded with information about food. Sometimes the sources conflict; so much so, it's hard to know who or what to believe. The purpose of this activity is to provide accurate nutrition information to help people make intelligent decisions about food.

GOAL

To increase participants' nutrition knowledge so they can distinguish fact from fallacy.

PROCEDURE

I. Americans eat in many different ways. Food habits are related to emotions and values set by culture, family and/or religious backgrounds which have a very strong effect. Even popular diets and nutrition misinformation may influence the kinds of food eaten. By examining your values, you may become more aware of the factors that affect your decision-making and the foods you choose to eat.

Have the group answer the following statements with a **True** or **False** response. After all the members have finished, discuss each question and the answer.

1. Carbohydrate foods, such as potato and bread, are high-calorie foods and are fattening.
TRUE FALSE
FALSE – No food is fattening. You gain weight if you eat more calories than you can burn up in activity. Potatoes provide vitamin C and whole grain and enriched breads provide protein, B vitamins and iron. Most B vitamins, necessary for a healthy nervous system, are supplied by breads.

2. Margarine is lower in calories than butter. TRUE FALSE
FALSE – Even though margarine is a fat, usually of plant origin, and butter is a fat of animal origin, there is no appreciable difference in calories for equal portions. The exception would be in the case of "diet" margarines, where the main difference is the amount of water. This reduces the calories about 1/3.

3. One slice of enriched white bread has the same calories as one slice of whole grain bread such as whole wheat or rye. TRUE FALSE
TRUE – All enriched and whole grain breads contain about the same number of calories per one slice serving. Any significant difference is usually due to the size of the slice (thinner, thicker, etc.). Whole grain products have been emphasized lately due to their fiber content. Dietary fiber has been shown to be helpful in maintaining normal intestinal functioning. Refined breads, due to their processing, contain little or no crude fiber and lack trace nutrients found in whole grain bread.

4. Skim milk and unsweetened fruit juices have no calories and may be taken as desired when dieting. TRUE FALSE
FALSE – When dieting, calories from liquids are just as important as calories from solids. Just because these items are recommended on many low-calorie diets, their calorie content cannot be overlooked. Skim milk contains about 85 calories per cup, 99% fat-free milk is about 120 calories per cup, while flavored skim milk drinks are 170 to 200 calories per cup. Even though juices may be listed as unsweetened, the natural sugar has not been removed and cannot be ignored. When choosing juice, compare calories.

For example:
Tomato juice – 40 calories per cup
Grape juice – 160 calories per cup
Orange juice – 110 calories per cup
Prune juice – 180 calories per cup

Dietetic carbonated beverages with labels noting "no sugar" do not contain any significant calories. It must be remembered, though, that fruit juices are good sources of vitamins, especially vitamins A and C, and carbonated beverages have no nutritional value.

5. Natural vitamins are better than synthetic vitamins. TRUE FALSE
   FALSE – Whether natural or synthetic, a vitamin's chemical structure is the same and the body cannot differentiate between the two.

II. Have the group complete the following sentences as they wish and later discuss their responses using the information provided:

1. Honey is . . .
   Honey is a combination of 2 complex sugars, whereas white sugar is made up of 1 complex sugar. Both eventually break down to the same simple sugar – glucose. The nutritive value of honey as well as sugar is insignificant. Both supply energy. Honey has no known health benefits despite its "natural" connotation and can, in fact, be more cariogenic (cavity-causing) than white sugar because of its sticky consistency.
2. Eggs are . . .
   Even though eggs are high in cholesterol, they are also a source of inexpensive, easy-to-prepare, easy-to-chew, high-quality protein and can be an important part of an elderly person's meal plan. The dangers of cholesterol increasing the incidence of heart disease is still under discussion and should not be the basis for eliminating eggs from the diet unless the person is instructed to do so by a physician. Low cholesterol diets limit eggs to three per week.
3. Food additives are . . .
   A food additive is a substance, other than a basic foodstuff, which is present in food as a reuslt of any aspect of production: processing, storage or packaging. Additives have specific functions such as to preserve food so that it has a longer shelf-life, to enrich foods with nutrients, to enhance flavor, to add eye appeal or texture.
4. Vitamin supplements can . . .
   Vitamin and mineral supplements should not be considered a substitute for food. They may provide specific nutrients that may be lacking in a diet, but they cannot provide the protein, carbohydrate, fat, trace elements or fiber found in a diet consisting of a variety of foods. Unless prescribed by a physician, they should not be taken in large quantities or over extended periods of time as they can actually cause physical damage if used in excess amounts. Anyone eating a nutritious diet does not usually need vitamin supplements.
5. A good weight control program . . .

   A successful weight control program should consider several factors:

   1) Decrease calories (energy intake), yet provide adequate nutrition.

   2) Increase exercise (energy output).

   3) Examine eating habits that may have contributed to the obesity and begin a conscientious effort to make a permanent change in them.

   Weight loss should be gradual with an average loss of 1–2 lbs. per week and a recommended calorie level of no less than 1200 calories. Any elderly person about to begin a weight control program should first have a complete physical examination and discuss his or her specific program with a physician. Depending on amount of activity, the physician may recommend fewer than 1200 calories.

   Specific foods such as grapefruit, meat, etc., do not have any magical powers in causing weight reduction. If you look closely at almost every diet, you will notice a reduction in calories or an increase in exercise or both.

6. Health foods are . . .
   A health food is a general term which refers to so-called natural, organic or special diet foods. In a literal sense, any wholesome food can promote health by providing needed nutrients. Organic foods are those foods produced without chemical fertilizers. **Natural** foods are foods processed minimally without additives or preservatives. The government has not set specific guidelines for each of these categories, so the definitions are subject to change according to each individual's definition.

III. Popular diets fit into many catagories. The nutritional adequacy of them may or may not be sound, and the indiviudal should be able to evaluate a diet according to its nutritional adequacy and its adaptability to everyday living situations.

1. The following are criteria for determining nutritional adequacy. The diet
   a. includes a variety of foods which allow selections of an adequate number of servings from each of the basic four food groups. (Use the ***Guide to Good Eating)***.
   b. does not recommend excess intake of vitamin supplements.
   c. provides a balance of protein, carbohydrate and fat; i.e., does not place emphasis on one food or food group and does not recommend elimination of foods from one or more of the Four Food Groups.
   d. does not require "special foods".
   e. corrects poor eating habits.
   f. does not create health hazards
   g. does not recommend calorie levels lower than 1200 calories.
2. The following are criteria for adaptability to individual lifestyle. The diet
   a. can be purchased within the economic means of the individual.
   b. allows for inclusion of ethnic and cultural eating patterns.
   c. takes into consideration individual work and leisure-time patterns.
   d. provides satisfying food patterns – "a diet one can live with for the rest of one's life".

Have the members of the group bring in copies of diets they have used or seen or get the book ***A Dozen Diets for Better or Worse.*** Using the ***Guide to Good Eating*** and the criteria listed above, evaluate each diet. What are the problems with the diet? How could it be altered (additions, subtractions, substitutions) to make the diet more acceptable, nutritionally and otherwise?

Name ______________________ **Date** ____________ **Class** ____________

Chapter 14

How To Buy Kitchen Appliances and Equipment

To help you to . . .

- *Understand warranties.*
- *Choose credit terms to meet your needs.*
- *Decide which appliances and equipment are suitable for your needs.*
- *Use and care for appliances and equipment properly.*

(*Text Pages 251–270*)

CHECKING YOUR KNOWLEDGE

Score ____________

Read the following statements carefully. In the space at the left of each statement, write + if the statement is true or write 0 if the statement is false. Each correct answer is worth 5 points for a total of 100 points.

______ 1. When shopping for an appliance, the best buy is usually the least expensive.

______ 2. Warranties and seals of approval protect the consumer from faulty merchandise.

______ 3. Delivery and installation costs of appliances are always included in the quoted selling price.

______ 4. All manufacturers must issue a warranty on their products.

______ 5. It is unsafe to use electrical equipment and appliances that do not have the UL seal.

______ 6. According to law, lenders must state interest in terms of the actual rate of interest for the year.

______ 7. Old and new models of appliances by the same manufacturer usually operate similarly.

______ 8. Studies show that more than one-fourth of all service calls for appliances are unnecessary.

______ 9. It is not necessary to know the model and serial numbers when appliance repairs are needed, as long as you know the dealer's name.

______ 10. A refrigerator-freezer with a single outer door should not be used to freeze fresh foods.

______ 11. The frostless type refrigerator costs less to buy and operate because water is disposed of automatically.

______ 12. Hot water should be used in a food waste disposer to melt any grease.

______ 13. On manually defrosted freezers, ice should not be allowed to build up more than 1.3 cm [½″].

______ 14. Both gas and electric ranges need a 120-volt outlet.

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______ 15. In microwave ovens, food heats on the outside first and then heats toward the center.

______ 16. Wiping spills with cold water on a hot, porcelain enamel range may crack the porcelain finish.

______ 17. Toothpicks are convenient to use in unclogging gas burner openings.

______ 18. On a gas range the control should be turned on first before lighting a match for the pilot light.

______ 19. More bacteria are destroyed by carefully washing dishes by hand with hot suds than by using a dishwasher.

______ 20. Detachable cords for appliances should be plugged into wall outlet first and then connected to the appliance.

WORDS AT WORK

Score ______

Match the term in Column B which best corresponds to each description in Column A. Write the letter *and* the term in the blank space provided in Column A. Use each term only once. Each correct answer is worth 10 points for a total of 100 points.

Column A

____________________ 1. Very tiny waves of energy.

____________________ 2. A guarantee to the purchaser by the manufacturer for repair or replacement of item within a certain time period.

____________________ 3. Small appliances that can be moved from place to place.

____________________ 4. Glass fused on steel which is breakable if misused.

____________________ 5. A conventional oven with fans which circulate the heated air quickly and speed up the cooking process.

____________________ 6. An appliance which is checked, repaired, and is in working condition.

____________________ 7. An appliance which has been cleaned, perhaps painted, and is in working condition.

____________________ 8. Signing a contract to pay the store for a purchase over a specific time period and in equal monthly payments.

____________________ 9. A part located in the oven to generate tiny waves of energy.

____________________ 10. Insulated equipment which keeps temperatures of −18° C [0° F.] or below.

Column B

A. convection oven
B. freezer
C. frostless
D. installment plan
E. magnetron tube
F. manual defrost
G. microwaves
H. porcelain enamel
I. portable
J. rebuilt
K. reconditioned
L. warranty

FOR FURTHER UNDERSTANDING

1. *Your kitchen appliances.* If you were setting up your first apartment, what five portable appliances would you most like to have for the kitchen? Why would you select each kind?

2. *Search for practical labor-saving ideas.* Collect and mount pictures of practical storage and energy saving gadgets/aids that would be useful in the kitchen. Consider space and efficiency in making your selection. Mail-order catalogs offer many ideas.

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SECRETS OF SMART FOOD SHOPPING

Good nutrition starts in the supermarket. Smart shopping, including reading labels, can result in better eating habits, better nutrition, lower costs and better health. Everyone can share his or her experiences and suggestions about shopping.

GOAL

To share wise shopping tips that consider nutrition, cost, convenience of transportation and ease of preparation.

PROCEDURE

Introduction: Show the film ***Read the Label, Set a Better Table.***

I. Discuss the film and the following shopping tips:

1. Read "ads" and look for discount coupons and specials.
2. Check food supplies available at home.
3. Plan menus for a week or more, if possible, or for at least four days.
4. Then prepare your SHOPPING LIST based on your menus and recipes for them.
5. If transportation is a problem, inquire about transportation provided by the supermarket or the local Council On Aging.
6. Try to shop when the store is not crowded. You will be more relaxed and will feel more comfortable asking the staff to repackage foods if you need smaller quantities.
7. Shop after you have eaten, because hunger leads to impulse buying.
8. Wear or bring your glasses when you go shopping. Carry a magnifying glass if you need one to read labels and check prices.
9. Small packages and cans usually cost more. Buy the largest size you can use without waste.
10. Name brands cost more, so try store brands.
11. Labels help you compare products and find out what you are getting for your money.
12. Considering cost, waste and ease of preparation, compare convenience foods with those you make yourself.

II. Reading food labels can be easy

Have members of the group save and bring to the meeting or workshop labels from the foods they eat. Collect the labels, discard duplicates, make any necessary additions and distribute one label to a person. Labels from foods representing each of the Four Food Groups should be included, i.e., milk, tuna, canned fruit and bread.

Discuss the information found on food containers by having each person look for the following required information on their label:

Name of product.

Net contents or net weight. Net weight on canned foods includes the liquid in which the food is placed, i.e., water in canned vegetables and syrup or juice in canned fruits.

Name and place of business of the manufacturer, processor/packer or distributor.

List of ingredients. On most foods the ingredients must be listed on the label. The major ingredient by weight must be listed first, followed in descending order by the other ingredients. Additives used in the product must be listed; but colors and flavors do not have to be listed by name, i.e., the list of ingredients may say simply "artificial color" or "artificial flavor".

Some food products carry a grade on the label such as "U.S. Grade A". Grades are set by the U.S. Department of Agriculture based on quality. The "Grade A" label on milk products is based on the Food and Drug Administration's recommended sanitary standards which are regulated by the states. "Grade" is not based on nutritional value.

Name ______________________ Date ____________ Class ____________

Chapter 8

Meeting Special Food Needs

To help you to . . .

- *Identify food needs for different stages of the life cycle.*
- *Understand how health problems can affect food needs.*

(Text Pages 143–155)

CHECKING YOUR KNOWLEDGE **Score** ________

Read the following statements carefully. In the space at the left of each statement, write + if the statement is true or write 0 if the statement is false. Each correct answer is worth 5 points for a total of 100 points.

______ 1. Food needs remain about the same at all stages of the life cycle.

______ 2. Teenage athletes need the same amount of food as other average teenagers.

______ 3. It is best to eat at least three hours before competing in any athletic event.

______ 4. An athlete needs large amounts of liquids to prevent heat exhaustion and heat stroke.

______ 5. Elderly people do not need to eat foods from the Food Guide every day because their energy needs are less.

______ 6. Generally, people living alone will find it to their advantage to buy food in small quantities for food variety.

______ 7. Strict vegetarians are people who eat only vegetables and other plant foods.

______ 8. Unless some form of milk is used, vegetarians may find it difficult to get enough calcium.

______ 9. Research shows that many health problems during pregnancy are related to poor nutrition which can also harm the unborn baby.

______ 10. Babies born of poorly nourished mothers generally have fewer brain cells than do other babies.

______ 11. A mother who nurses her baby should drink two glasses of milk a day.

______ 12. When the mother stops nursing, the baby is said to be weaned from the breast.

______ 13. Infants should be given sugar water to improve their appetite.

______ 14. The adult is responsible for selecting the right kind of food for children but children can usually judge for themselves how much they can eat.

______ 15. The elderly often do not know about being eligible for special food and health assistance programs.

______ 16. When a person is ill or convalescing, frequent small meals can help to stimulate the appetite.

______ 17. Diabetics use carbohydrates as their main source of energy.

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______ 18. People are often put on low-sodium diets because their bodies do not hold enough water.

______ 19. Diabetics should eat the same number of food exchanges at approximately the same time every day.

______ 20. People with heart disease should cut down on sodium and high-cholesterol foods.

WORDS AT WORK

Score ________

Match the term in Column B which best corresponds to each description in Column A. Write the letter *and* the term in the blank space provided in Column A. Use each term only once. Each correct answer is worth 10 points for a total of 100 points.

Column A

________________ 1. A physician who specializes in caring for pregnant women and delivering babies.

________________ 2. A creamy, yellow, nutritious fluid secreted from the breast during the first few days of nursing.

________________ 3. People who only eat dairy products and plant food.

________________ 4. An eating plan requiring the avoidance of table salt and salted food.

________________ 5. An eating plan which includes vegetable oils, fish, poultry, lean meat, fruits, and cereal products, but not saturated fats.

________________ 6. A daily food guide divided into different food groups which vary according to the amounts of sugar in them.

________________ 7. People who only eat eggs and dairy products in addition to plant foods.

________________ 8. A physician who specializes in caring for babies and young children.

________________ 9. A disease in which the pancreas does not manufacture enough insulin to help the body use blood sugar for energy.

________________ 10. A term used when a mother stops nursing her baby.

Column B

A. breast feeding
B. colostrum
C. diabetes
D. exchanges
E. lacto-vegetarians
F. low-cholesterol diet
G. low-sodium diet
H. obstetrician
I. ovo-lacto-vegetarians
J. pediatrician
K. soft diet
L. weaned

FOR FURTHER UNDERSTANDING

1. *Meals for diabetics.* Eating the right foods at the right time is an important part of controlling diabetes. Diabetics use "exchange" food lists in order to select the correct food. Explain how these "exchange" lists work.
2. *Special dietary needs.* Choose one of the following groups of people and analyze this group's food requirements. (a) pregnant women (b) overweight people (c) underweight people (d) senior citizens (e) manual laborers (f) athletes. Develop a three day menu. Have the class or a committee evaluate each menu plan for good nutrition.
3. *Before babies are born.* What do medical studies tell us about babies born to women who are malnourished?

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Does your label have the following information? Nutrition information is found on the labels of many foods. It is required on any product making a nutritional claim (i.e., enriched, fortified, etc.) and is optional on other products. If nutrition labeling is used, it must contain all of the following information:

Size of serving (1 cup, 2 ounces or 1 tablespoon)
number of servings in container
number of calories per serving
grams of protein, fat and carbohydrate
percentage of United States Recommended Daily Allowances (U.S. RDAs)
    of protein and 7 important vitamins and minerals

A label may also include optional listings for cholesterol, fatty acids and sodium. This information is important for people on special diets.

Labels can help you comparison shop and also better understand what you are buying. Get in the habit of reading labels carefully!

Now let's use the labels to look for a specific nutrient in a number of foods. Select one nutrient, such as protein. Have people locate that nutrient on their label. Have all participants line up in sequence, with those holding a label showing zero or less than two per cent at the far left and all others arranging themselves along the imaginary continuum line according to increasing values of protein shown on their label. The person farthest to the right should have the highest level of protein.

Discuss which foods are excellent, good, fair and poor sources of protein by starting at the end of the line with the label showing the highest amount of protein and discussing each food in descending order. Are there any surprises?

This activity can be repeated using the same food items but comparing another nutrient. Repeating the activity stresses the fact that a food high in one nutrient is usually not high in all nutrients.

MARKET BASKET
Related Vocabulary Activity

Directions: Cross off 14 items from the market basket list below to help the shopper plan a diet that won't contribute to heart disease.

whipped butter

celery

oranges

peas

cream of spinach soup

potato chips

lamb chops

skim milk

3 dozen eggs

cream cheese

raisins

tomatoes

bran cereal

onions

fresh chicken

egg nog

mayonaise

frozen fried chicken

lettuce

veal chops

corn oil

bluefish

bacon

Boston cream pie mix

ricotta cheese

yogurt

bologna

lemon wafers

angel food cake mix

whole milk

frozen meat pie

MEAL PLANNING PROJECT

1. 3 meals per day (per person) for 2:

   Breakfast, lunch and dinner
   lunch may be at home or packed to go.
   Sunday may be 2 meals.

2. Market list for the week (all meals) = comprehensive with approximate prices - use newspapers or shopping, etc. - total amount for the week.

3. Meals must include at least minimum servings of the Basic 4 to provide proper nutrients daily.

4. For the market list assume you already have:

   sugar
   salt
   pepper
   baking powder/soda
   coffee
   tea
   flour
   oil/shortening
   vanilla

5. Your weekly food plan should include snacks and any entertaining you plan to do that week.

6. In order to make a market list you will have to research some recipes- therefore, each menu should have a notation of what page in which cookbook the recipe may be found. Use recipe resource sheet to record your information and turn it in with final plan.

7. You are allowed to have 1 meal out for the week (your choice) - decide how much you will have to spend for that meal - include it in the total cost for week.

REMEMBER: 1. Your plans should have:

A variety of color, texture, temperature, and flavor.

2. You must be sure to have the minimum servings of the Basic 4 each day.

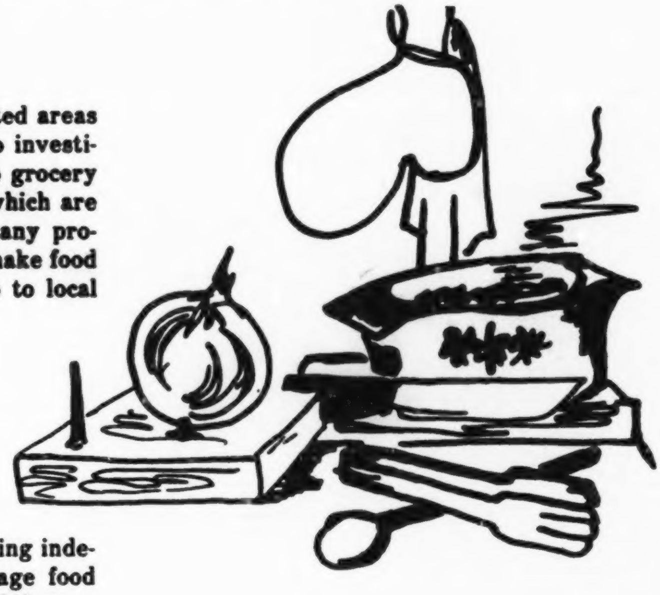
	BREAKFAST	LUNCH	DINNER	SNACKS
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				

MEAL PLANNING PROJECT

RECIPE SOURCES

	RECIPE	COOKBOOK	PAGE #
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

FOODS AND NUTRITION EXPERIENCES



CLASS RESEARCH

- Help class to identify concentrated areas of elderly in their community and to investigate the accessibility of the areas to grocery stores, the types of transportation which are available for elderly shoppers, and any programs which have been designed to make food purchasing easier. Results might go to local media after being reported in class.

RESOURCE PEOPLE

- Invite an older person who is living independently to discuss how they manage food purchasing, food preparation, and meal time.
- Invite an older person to talk about the changes which the person has seen occur during his/her lifetime in food-related equipment and in variety of foods, or to share a hobby such as gardening, or to explain how s/he manages a quality life on a reduced income.

FIELD TRIP

- Arrange for students to visit a congregate meal site. After the visit they could report on the food and socialization which occurred, and their own conversations with the elderly.

COMMUNITY SERVICE

- Students might design a layout of a grocery store which would be adapted to needs of people using walkers and wheelchairs. Identify the differences from today's grocery stores and the reasons for the differences. Present the plans to a local store manager for reaction.
- Plan and present a program at a congregate meal site on such topics as weight control, exercise, or food fads and fallacies.
- Secure a week's menus from a local home for the elderly. Analyze the menus for adequate nutrition.
- An advanced nutrition class might write fact sheets concerning either basic nutrition for the elderly, food fads and fallacies, or one of the special diets, e.g., low calorie, low sodium, low cholesterol. Ask a local dietitian to check the sheets for accuracy. Students could distribute printed copies at churches, senior centers, or food stores.

VARIABLE TYPES OF ACTIVITIES

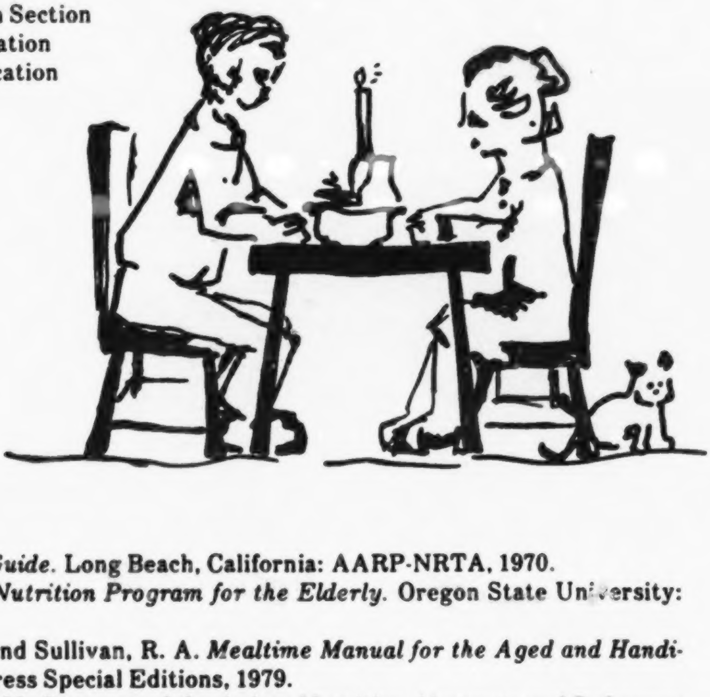
- Students could find examples of advertising aimed at the elderly on television, in magazines, or in store displays and explain to the class the appeal to the aging and analyze it critically as to potential effects.

- Ask students to volunteer to try a special diet (e.g., low sodium, low fiber, low cholesterol, low calorie) for a short period of time. Then students could report their reactions to the class and suggest ways to improve the diets.
- Have students write a menu for older people with weakened teeth or dentures keeping in mind the basic food groups, color, texture and flavor arrangements. If possible, students might get reactions to their menu from an older person.
- Assign students either to think of adaptations that could be made when preparing food to make it easier and safer for the person with the following limitations or to actually prepare the food and serve it to the person who has:
    stiffening of hand joints
    loss of muscle power in an arm or hand
    loss of receptors for touch or pain
    loss of receptors for smell or taste
    difficulty in standing to cook or wash dishes, such as wheelchair bound
    loss of vision
- Have individual students report on the implications for the elderly of such current legislation as: Public Law 92-258, Older Americans Act, Title 4—Meals on Wheels; Title 7—Congregate Meals; Public Law 92-603, Amendment to the Social Security Act.
- Have students locate foods in a local grocery which come in one or two portion sizes. Classify them into food groups, and discuss the foods from the financial, storage, and preparation perspectives.

INDEPENDENT STUDY

- Use the independent learning modules and teacher's manuals on "Adaptations of Homemaking Tasks for the Aged: Food Purchasing; Nutritional Needs; or Food Management" available from:

Dissemination and Diffusion Section
Division of Vocational Education
Florida Department of Education
Knott Building
Tallahassee, FL 32304
$25.46 for series of six



TEACHER RESOURCES

AARP. *Your Retirement Food Guide.* Long Beach, California: AARP-NRTA, 1970.

Administration on Aging. *The Nutrition Program for the Elderly.* Oregon State University: HEW, 1973.

Klinger, J. L., Frieden, F. H., and Sullivan, R. A. *Mealtime Manual for the Aged and Handicapped.* New York: Essandress Special Editions, 1979.

Klippstein, R. N. and Keown, G. M. *Concerns of the Aging: Nutrition Abstracts and Reference Materials for Professionals.* Washington, D.C.: AHEA, 1976.

Redick, S. S. *A Guide for Teaching Nutrition and Foods.* Danville, Illinois: Interstate, 1976.

Unit Title: Home Management
Time Allotment: Approximately 1½ weeks

Overview: The management of an elderly person's living space is the area to be explored in this unit. Principles of safety and sanitation and specific cleaning techniques will be studied. In addition, planning and adapting an individual's wardrobe to meet personal needs will be investigated.

Unit Outline:

I. Principles of clean and safe environment
   - A. Clean vs. sanitary
   - B. Safe use and storage of cleaning equipment
   - C. Use energy saving techniques

II. Appropriate cleaning skills and techniques
   - A. Scheduling program
   - B. Cleaning techniques
   - C. Cleaning agents or supplies

III. Principles of wardrobe planning
   - A. Clothing: Functional and Comfortable
   - B. Effects on Personality
   - C. Adjustments for disabilities

Performance Objectives

The student will be able to:

1. Know procedures to maintaining a clean and safe environment.
2. Develop a personalized program for management of the client's living space.
3. Apply principles of wardrobe planning to meet the needs of the client.

Student Learning Activities	Resources
1. Discuss the importance of a healthful environment.	Invite a member of the fire department to speak on hazzards; prevention and emergency procedures in homes and in institutions for elderly.
2. Discuss methods and changes in a home that would contribute to the well being of the aged such as handrails on steps or at bathtub and elimination of slippery areas.	Invite a builder to speak to the class on "Special Built-in Safety Items".
3. List ways to control factors which contribute to the comfort of the elderly such as light, humidity and ventilation.	Invite a products distributor into the classroom to discuss "cleaning agents"- what is in them - how safe are they?
4. Describe a comfortable room for an elderly person.	
5. Use cleaning agents to test for "quality clean" or "surface clean".	
6. List all items that require cleaning in each room of the living space.	
7. Develop a check list of items to be cleaned in a 3 room apartment.	
8. Plan a box or basket for carrying supplies from room to room (include necessary supplies size of containers, where to store when not in use.	
9. Discuss care of wood furniture and wood finishes.	

10. Experiement with a variety of cleaning and polishing agents. Read and understand labels.

11. Describe the steps in handling a week's laundry, dry cleaning and simple repairs.

12. In a given room, change the arrangement of furniture for ease of living and suggest accessories that could be added.

13. Using general rules of line, color and texture, design a wardrobe that would be flattering to an elderly woman.

14. Make a chart of personal service required each day for a patient with:

    Minimal dependence
    Maximal dependence

15. From given samples identify which clothes you would select for an elderly person whose mobility is restricted.

16. Using catalogs and advertisements, select a wardrobe that would be interesting to an elderly man.

17. Coordinate a fashion show on accessories, items, and slight changes that can "perk up" present wardrobes.

18. Have students think of ways to make the laundry process a less tiring task for an older person. Share ideas in class.

19. Have students design an apron which an older person could wear to keep their "special" things close at hand.

20. Ask students to select pictures of clothing which an older person with a particular physical limitation might mix and match to extend their clothing budget.

Invite older persons to class to explain how they select clothing which is easy for them to keep clean, and/or how they make clothing warmer.

Ask an older person to explain how they react/adapt to the youthful styles of clothing prominent in the stores today.

Ask an older man who lives alone to explain how he manages his clothing needs.

Locate sources of clothing which sell less expensive, "irregular," or used clothing. Have students select clothing which might be appropriate for a particular older person and estimate the possible savings per item selected.

Visit a second hand clothing outlet. Evaluate the cost and quality of the available clothing.

21. Use pictures of apartments or rooms for ideas as what is in each room.

22. Ask local cleaning firms for their check lists that are used by employees.

23. Given a list of clothing have students sort for laundering.

24. Using a catalog, select a wardrobe for an elderly person.

25. Practice doing routine dressing techniques using one hand; or a non-mobil limb.

26. Collect color swatches to use when visiting an older person to help them select "their best".

27. Take a fashion show to Golden Age Club or Senior Citizens Center.

HOUSEHOLD CLEANING SCHEDULE

Daily

1. Open windows top and bottom to air out rooms.
2. Empty ashtrays. Put misplaced items in proper place. Do a general pick-up and straightening.
3. Empty wastebaskets and trash cans.
4. Mop or sweep floors. Use a carpet sweeper to pick up crumbs and ashes on carpeted floors.
5. Remove any spots on woodwork or furniture.
6. Clean light switches on walls.
7. Clean window shades or wash and wax blinds.
8. Wax floors and wooden furniture.
9. Clean radiators.
10. Straighten closets, cupboards, medicine chests, and bureau drawers.

Weekly

1. Polish wooden furniture.
2. Polish wooden floors; wash tiled floors.
3. Use a vacuum cleaner attachment on upholstery, draperies, wooden moldings, cornices, valances, and blinds.
4. Dust furniture, mirrors, pictures, and lighting fixtures.
5. Scrub wastebaskets and trash cans.

Occasional Tasks

1. Shampoo rugs and upholstery.
2. Wash windows, vents, lighting fixtures, mirrors, and picture glass.
3. Launder curtains and clean draperies.
4. Wash or clean slipcovers.
5. Wash kitchen and bathroom walls. Brush walls in other rooms.

The Lee Family Buys a Home

MRS. LEE'S TRIAL PLAN FOR ONE WORKDAY

		Who* (before)					Who* (after)				
TIME	**ACTIVITY**	**M**	**F**	**L**	**B**	**G**	**M**	**F**	**L**	**B**	**G**
6:30 a.m.	Prepare breakfast	x				x			x		x
	Eat breakfast	x	x	x	x	x	x	x	x	x	x
	Make beds, put rooms in order	x		x	x	x		x	x	x	x
	Prepare and pack lunches	x				x			x		x
	Wash dishes			x	x			x		x	
	Use carpet sweeper, dust mop						x				
8:00 a.m.	Leave for work or school		x	x	x		x	x	x	x	
	Use carpet sweeper, dust mop	x									
4:00 p.m.	Empty lunch boxes, wash and air	x				x					x
	Put load in washing machine	x							x		
	Do homework			x	x				x	x	
	Begin preparation for supper	x				x					x
	Put load of clothes in dryer	x							x		
5:30 p.m.	Complete preparation for supper	x				x	x		x		x
	Eat supper	x	x	x	x	x	x	x	x	x	x
6:15 p.m.	Clear table, wash dishes			x	x			x		x	
7:00 p.m.	Take clothes from dryer, sort	x					x		x		
7:30 p.m.	Mend and iron clothes	x					x		x		
8:00 p.m.	Prepare plans, clothes, and equipment for tomorrow	x	x	x	x		x	x	x	x	
	Do homework			x	x				x	x	
	Household and family activities, hobbies, reading, and outside meetings	x	x	x	x	x	x	x	x	x	x
10:30 p.m.	To bed	x	x	x	x	x	x	x	x	x	x

***M, Mother; F, Father; L, Linda; B, Billy; G, Grandmother Lee**

CARING FOR WOOD FURNITURE

Wood furniture gains in beauty through proper care. When properly cared for, wooden furniture can be passed from one generation to the next and becom a prized family possession.

1. Dust furniture frequently with a soft clean cloth or vacuum cleaner attachment. Don't forget to dust legs and bases. Never use an oiled dustcloth on waxed surfaces, because oil softens a wax finish.
2. Polish wood furniture weekly. The best polish to use is determined by the type of finish. A glossy, high-luster finish may be cleaned and polished with a spray or self-polishing polish. A dull, low-luster finish needs a nonoil cream polish. Much contemporary furniture has an oil-rub finish. Never wax this finish. Rub it occasionally with an oil recommended by the manufacturer or with boiled linseed oil.
3. Don't expose furniture to strong sunlight. Strong sunlight bleaches the finish.
4. Never place furniture where heat sources or extremes of weather will affect it.
5. Use felt under lamps and ashtrays to prevent dents and scratches. Use coasters under glasses and cups to prevent rings.

STREAMLINE YOUR WORK TO SAVE ENERGY

1. Always keep adequate cleaning materials on hand.
2. Store cleaning materials within easy reach.
3. Use a tray or cart to carry cleaning materials, bed linens, etc., so that unnecessary travel is avoided.
4. Keep traffic lanes clear to avoid needless walking.
5. Be sure that work and storage areas are uncluttered and well-lighted.
6. When possible, sit while working in order to save energy.
7. Learn to use both hands at the same time.

Activity One

Pretest

OBJECTIVE: To evaluate knowledge of and attitudes towards foodways. To initiate an opening discussion of foodways.

BACKGROUND INFORMATION: Gifft, Helen H.: Nutrition, Behavior and Change; Lowenberg, Miriam E., et al.: Food and Man

PROCEDURE:

1. The test is divided into three parts. Part One contains factual statements regarding foodways. The statements in Part Two highlight major foodways concepts. Students should mark statements in Parts One and Two either True or False. Part Three consists of values statements. There are no right or wrong answers. Their purpose, rather, is to help students identify their food-related values and discern what effect these values have on their eating patterns. Students should answer these statements with "I agree" or "I disagree."
2. THE STATEMENTS:

FACTS:

A. Insects have little food value and may actually be harmful to one's health. (FALSE)

B. Meat is the most important food in all cultures. (FALSE)

C. The more a food costs, the more nutritive value it has. (FALSE)

D. When threatened with starvation and hunger in World War II, the Dutch ate tulip bulbs, and the Russians ate cats, dogs and rodents while under seige. (TRUE)

CONCEPTS:

A. Both the availability and acceptability of food determine whether people will eat it. (TRUE)

B. One of the first things immigrants will change is their foodways, because fitting into their new culture in this way will make them feel more secure. (FALSE)

C. Eating meals with friends or family is one of the most important times of togetherness and communication for many people. (TRUE)

D. In order to improve the nutritional quality of someone's diet, it is usually necessary to educate him/her about nutrition only. (FALSE)

VALUES:

A. I love trying new and unusual foods.

B. My major consideration in choosing foods is the nutritive value.

C. I like homemade foods better than the food in restaurants.

D. Certain foods are important to me because of my ethnic, religious or regional background.

E. I will continue preparing these foods when I am older.

   F. **I eat more when I am bored, frustrated, unhappy or angry.**

   G. **I prefer eating with other people to eating alone.**

3. **Distribute the Pretest to students and give them sufficient chance to answer the statements.**

4. **Discuss the answers students give, presenting supplemental material where appropriate and introducing major concepts. In Part Three focus on the different values held by the students and the foodways concepts these are related to. Have students discuss why they hold these values.**

Activity Two

Three-Generation Questionnaire

OBJECTIVE: To examine changes in foodways.

BACKGROUND INFORMATION: Gifft, Helen H.: Nutrition, Behavior and Change; Tannahill, Reay: Food in History; Donnelly, Tom : "The New Way of Cooking": FFPNFP

MATERIALS: "Three-Generation Questionnaire"

PROCEDURE:

1. Have students survey their home refrigerator and/or pantry and shelves. DISCUSS: Which foods have special significance in your background, from an ethnic, religious, geographic, social or economic standpoint? What do they mean to you today? (List foods and explain.)

2. Prepare and distribute a "Three-Generation Questionnaire" to students. Have students interview two people--one of their parents' generation and one of their grandparents' generation. The students themselves make up the third generation.

3. Prepare the Questionnaire: Divide the page widthwise into three columns: the first column for the question and the two other columns for the two responses--parents' generation and grandparents' generation. Leave adequate space for responses. Leave space at the end for additional questions that the students generate, or comments from the people interviewed. (EMPHASIZE THAT RESPONDENTS NEEDN'T BE THE STUDENT'S PARENT OR GRANDPARENT BUT ONLY ABOUT THE SAME AGE.)

4. Suggested Questions for Questionnaire:

   A. What foods did you and your family eat when you were young that you don't eat as much of, or at all, now?

   B. Where did you get your food? (Response should be specific: supermarket, small store, farmers market, home garden, individual farmer, hunting and fishing, wild plants, milkman?)

   C. Who prepared the meals? With anyone's help? How much time did the cook spend on meal preparation?

   D. Were there people in your town or neighborhood who ate much differently from your family?

E. How often did the whole family eat together? Were mealtimes different then?

F. What days of the week or year did you eat "special" meals?

G. What major changes have occurred in food technology since you were a kid? What kinds of gadgets or new foods have become available?

H. Did you eat any foods in order to cure illnesses or injury? Which ones?

I. Did you avoid eating any foods because they were believed to cause illness or injury? Which ones?

J. Are you fond of any food because it reminds you of places, things or people of the past?

K. Do you eat any foods today that seemed strange or unappetizing when first introduced to you?

L. What foods or types of food did you particularly cherish when you were young? What foods were considered "fancy" or "special"?

M. Do you think foods are better or worse today?

O. What changes in food and foodways do you appreciate? What changes do you regret?

5. Have students answer survey questions themselves after conducting the two interviews.

6. Have students write a response to each of the people they interviewed. What is the most important thing you learned about foodways in other times? What are the major changes that have occurred in this person's lifetime? What other things would you like to know about foodways that you didn't get to ask? How do the survey and the new things you learned from it make you feel about your own foodways? Based on past changes, can you anticipate future foodways?

7. Have students form small groups to discuss their results.

Unit VII

Unit Title: Recreation

Time Allotment: Approximately 1½ weeks

Overview:

The uses of leisure time is an area of importance to the retired and other elderly people. This unit will prepare the student to help the elderly client identify their skills, talents, and limitations and then offer them suggestions to make best use of these skills. Exercise and its relationship to health will also be covered.

Unit Outline:

I Inventory of Skills, Talents and Limitations

- A. Strengths
- B. Weaknesses
- C. Physical Disabilities
- D. Entrepreneurship
- E. Volunteerism

II Games, Activities and Crafts

- A. Leisure Time Skills
- B. Entrepreneurship

III Relationship of Exercise

- A. Appropriateness
- B. Types

Performance Objectives

The Student will be able to:

1. Develop an individualized recreational program for the home care client.
2. Be aware of appropriate leisure time activities, games and crafts for the elderly.
3. Understand the relationship between exercise and health.

Student Learning Activities:	Resources:
1. Simulate the elderly:	
1. For hearing deficient person - ear plugs, paper, pencil.	Ear plugs, paper, pencil.
Directions: Give the "handicapped" person direction for something to write. Speak in a low voice and do not let your lips be read.	

2. For person with sight loss - Glasses covered with plastic tape, paper cups with bottoms removed, tied on to simulate tunnel vision, string, paper, pencil. Directions: Hold a chart for the person to read at a distance and then to write on a piece of paper. Compare the time it takes for this person and a normally sighted person.	Tape, paper cups, paper, string, pencil.
3. Arthritic person - or an injury resulting in the loss of dexterity in hands or arms. Sash or belt, rubber glove, dime. Directions: Tie one hand behind the person and direct them to pick up the dime with the gloved hand or to tie a knot in the sash with the gloves on.	Belt, rubber gloves, dime.
4. Dyslexic - or learning disabled person: Mirror, paper, pencil, cardboard, 8 x 11½". Directions: Draw a star while looking in the mirror, and with hands shielded from eyes by cardboard.	Mirror, paper, pencil, cardboard.
5. Broken leg - polio, or amputation. Belt or sash to tie leg up, small box. Directions: Carry the box from one table to another.	Belt, small box.
2. Learn simple crafts which could be taught to the elderly, such as knitting. Teach a weekly crafts class at the local senior citizens center.	Crafts, supplies, and books.
3. Adopt a grandparent. Visit with them, teach them, enjoy them.	
4. Research appropriate exercises for the elderly.	
5. Make a mobile of family photographs.	
6. Explore the possibility of obtaining a pet that requires little care, for an elderly client.	

7. Visit a rehabilitation center and convalescent home or senior citizens center and observe the social and craft activities they plan for these patients.

8. Brainstorm activities you could use with a patient in home care.

9. List games that do not require special equipment such as: riddles, charades, etc. Collect some and donate to the elderly.

10. List room ornaments such as prisms, or terrariums, which could be made with little or no expense.

11. Collect card and board games that could be played with an adult patient. Donate to a senior citizens center.

12. Report on a person who developed a hobby after retirement.

13. Collect pictures that would make a patient's room more attractive.

14. Encourage elderly to sing songs with other family members. Tape.

15. Role play a situation to demonstrate depressed moods of a patient. Take turns trying to cheer the patient up.

16. Debate: "One cannot develop new hobbies after age sixty."

17. Volunteer at a nursing home, play games with or read to patients on a regular basis.

18. Discuss problems associated with impaired hearing.

Speaker from the American School for the Deaf.

19. Plan activities in which the elderly can share some of the responsibilities of the home in order to feel useful and active.

20. Develop a resource center with such magazines as Modern Maturity, and Harvest Years.

21. Conduct a buzz session on the advantages of such hobbies as: Reading, Music, Card games, Gardening, Photography, Painting, Church Activities, Knitting, Crocheting, and Golf.	
22. Debate: "An old person is lonely because he/she choses to be lonely."	
23. Invite a librarian to talk on reading material or records which are appropriate for the elderly.	Speaker - Librarian
24. Discuss and demonstrate types of modified exercises to keep the body agile.	Speaker - Physical Therapist or Physical Education Teacher.
25. Invite a person from a housing unit for the elderly to talk on the need for the elderly's physical and psychological needs.	Speaker - Town Housing Authority
26. Create a bulletin board on: Basic needs of elderly - Somewhere to live Something to do Someone to care	
27. Make a check list for selecting a gift for an elderly friend.	
28. Discuss the physical needs of elderly with which an aide can help.	

RECREATION - CONSUMER DECISIONS AND SUGGESTED ACTIVITIES

The amount of money individuals or families spend for recreation varies, and yet the satisfaction gained from their recreation is not always related to the sum spent. This chapter is designed to help the learner to clarify the meaning of recreation, make choices so as to gain maximum satisfaction from recreation, and to consider recreation expenses in the total money plan.

In addition, the learner will be guided to explore a wide variety of recreational opportunities, realize the benefits of planning a vacation, evaluate modes of travel that will be both economical and satisfactory, and will learn how to use the services of a travel agency.

RATIONALE

Current employment practices, which limit employees to forty hours or less per week, provide individuals with more discretionary time for recreational pursuits than ever before. Discretionary time, which a person uses according to individual judgment or choice, is called leisure. Recreation is activity engaged in during leisure. It implies action and is motivated by the satisfaction derived from the activity. On the other hand, work is what most people do to subsist, to make a living, to prepare to make a living (attending school), or to pay for those things they want done but cannot do by themselves.

Recreation provides diversion from the pressures and frustrations in the world of work and the rapid pace of living. It refreshes the mind, body, and spirit and contributes immeasurably to health maintenance.

The type of recreation people choose will depend largely on their life style, values, stage of life cycle, occupation, and resources. People engaged in physically strenuous work may prefer recreational activities such as reading, listening to music, or playing cards. A person whose work requires little physical activity may want to play tennis, golf, go hiking, or garden during leisure time. Regardless of the kind of activity chosen, recreation should provide satisfaction and enjoyment and be in keeping with one's resources.

Spending for recreational activities calls for rational decision making. Since recreational expenses may be considered flexible in the money plan, they may be adjusted up or down in keeping with other priorities. Involving the entire family or group in deciding how to spend funds for recreation helps assure satisfaction of everyone's needs. Cutting recreational expenses does not necessarily mean reducing recreational activities. It may only mean doing different kinds of things that are free or cost very little in the home or community. Unlimited recreational opportunities can be found in the home, community, state, and region. If a car is necessary for travel, short trips to nearby scenic or recreational centers can reduce the cost and save fuel.

Well-developed vacation plans will enable a person or group to gain maximum satisfaction for the money spent. Planning a vacation can be a source of pleasure and a learning experience. Planning can help predict the cost so that a person can determine whether or not it it will be within the alloted amount in the money plan.

Travel cost is a big item if one plans a vacation to distant points. Investigate and compare the cost of various means of available travel. The time available, the composition of the group, the availability and convenience of equipment, an adequate supply of fuel, and weather conditions must all be considered when planning a vacation that involves much travel. A travel agency, motor club, or other organization to which you may belong can help in planning vacations. They can provide information about group or package tours, motel and hotel rates, road conditions, and cost variations during different seasons. In order for a travel agency or club to be of maximum help, they will need to know how many will be traveling together, where you want to go, when and how long, the kinds of accommodations you desire, and the approximate amount you can affort to spend. Some travel agencies or clubs will suggest alternate plans, make your reservations, and provide numerous services for you.

Planning ahead and planning creatively will help assure the consumer of a vacation that will include what they want to do within what they can afford.

KEY IDEAS

Meaning of Recreation

1. Recreation includes the things one does during leisure time to refresh the body, the mind, and the spirit. It provides diversion from the pressure and frustration in the world of work and the rapid pace of living.

Personal Choices of Recreation

2. The type of recreation persons choose is influenced largely by their life style, values, occupation, stage of the life cycle, and resources.

Recreational Expenses

3. Money budgeted for recreation is a flexible expense and can be adjusted up or down in the money plan in keeping with a person's priorities and other expenses.

Recreational Opportunities

4. Unlimited recreational opportunities can be found in the home, in the community, and in the state and region.

Planning a Vacation

5. Well-developed vacation plans enable a person to gain more satisfaction for the money spent. Planning a vacation can be a source of pleasure and a learning experience for those involved.

Choosing Transportation for Recreational Travel

6. The choice of transportation for recreational travel is largely determined by goals, values, time available, cost, composition of the group, convenience and availabliity of euqipment, destination, weather conditions, and availability of fuel

Using a Travel Agency

7. Specific information as to where you want to go and when, limits on the amount you can affort to spend, and kind of accommodation desired are helpful in working out plans for a trip when using a travel agency.

CONCEPT - Meaning of Recreation

Objective - The learner will be able to:

Define recreation and explain how it differs from leisure and work.

LEARNING STRATEGIES

. Recognize the sharp increase in recent years in the percentage of personal expenditures spent on leisure-oriented activities and consumer products, such as vacations, recreational vehicles, hobbies, stereo entertainment, and sports.

. Analyze reasons for the increase, such as shortened work week; more money to spend on things that are not considered basic necessities; more interest in human development; more recreational opportunities.

. Formulate definitions for work, leisure, and recreation, for example:

Work: employment; an occupation; a trade; a duty; a task; an undertaking.

Leisure: the condition of having one's time free from the demands of work or duty; free time; unoccupied; status symbol.

Recreation: refreshment of strength or spirits after toil; refreshment by means of some pastime, exercise, diversion, or other outlet affording relaxation and enjoyment; art of creating anew; activity engaged in during leisure that provides satisfaction to the person involved.

. Discuss the reason for recreation to "re-create" the body, mind, and spirit through providing diversion from the world of work and the rapid pace of living.

. Identify some of the many forms of recreational activities.

. Classify those identified activities that, under certain conditions, would be work for some people, for example:

Hiking for a walking postman.
Playing tennis for the professional tennis player.
Fishing for the commercial fisherman.
Travel for the traveling salesman.

. Prepare a list of recreational activities that are enjoyed the most by the learner and analyze why one gains satisfaction from these activities.

. Contrast the satisfactions gained from participating in and observing recreational activities. Recognize the place of each in various life styles and the respective stages of the life cycle.

CONCEPT - Personal Choices of Recreation

Objective - The learner will be able to:

Relate recreational choices of life style, values, occupations, and resources.

LEARNING STRATEGIES

- Invite an instructor from the recreation or physical education department to explain signs of fatigue, how it can be overcome, and the consequences of long periods of pressure from work without time out for renewal through recreation.
- Invite a doctor or psychologist to explain how people can plan their activities to avoid undue emotional stress.
- Interview persons from labor, business, and professional fields to find out how they incorporate recreational activities into their life style and the types of activities in which they engage.
- Research the relationship between productivity and recreation or rest periods. Report to the group.
- Arrange a panel to discuss how and why recreational activities have changed in the last fifty years. (The panel may be composed of older citizens in the community, such as a minister, teacher, retired professional person, coach, etc.)
- Discuss some recreational activities or hobbies that sometimes become a creative fulltime occupation, such as ceramics, chair caning, gardening, and needlecraft.
- Prepare a description of a recreational activity for a family of four, giving equipment needed and calculating total cost.
- Discuss the relationship of the family's human resources to the choice of recreational activities, such as talents for music or skill in sports.
- Discuss the relationship of the family's financial resources to the choice of recreational activities.
- List recreational activities that are free or involve little cost.
- Develop a balanced plan of work, study, and recreational activities for the leaner and explain the reasons for the decisions.

CONCEPT - Recreational Expenses

Objective - The learner will be able to:

Evaluate the family money plan and demonstrate the ways recreational expenses may be changed in relation to other expenses.

LEARNING STRATEGIES

- Identify recreational expenditures as a "flexible" item in the money plan, making it possible, therefore, to adjust the amount up or down in keeping with priorities and other expenses.

- Use the learner's money plan or a hypothetical case to show how a money plan can be evaluated and adjusted to provide more funds for recreation, such as a vacation, recreational equipment, or skill development (dance or bridge classes).

- Show how the money plan might be adjusted to reduce or increase the amount allocated for recreation.

- List factors that might change the amount of money allocated for recreation. Examples:

Reducing	Increasing
1. A change in priorities.	1. Unexpected increase in funds, such as a bonus.
2. Sickness in family.	2. A change of residence of a family member (moving further away)— combining a visit and vacation.
3. Shortage of gasoline.	3. More free time.
4. Loss of job or out of work for a period of time.	

- Conduct two role playing scenes: (1) A family group making a decision to reduce spending for recreation. (2) A family that has changed priorities and is making a decision to increase spending for recreation.

- Formulate guidelines for changing recreational expenses in the money plan.

CONCEPT - Recreational Opportunities

Objective - The learner will be able to:

Identify a variety of recreational opportunities in the home, community, state, and region.

LEARNING STRATEGIES

- Divide into groups and identify recreational opportunities available in one of the following:

  Home (indoors)
  Home (out-of-doors)
  Community
  State
  Region

  (Use a tourguide from the American or state motor clubs, the chamber of commerce, and other resources.

- Use a code and identify the age groups for which the recreational opportunities listed would be appropriate or of interest. Examples:

  Children
  Teenagers
  Families with children
  Young singles or couples
  Retired Persons

- Place a star by those activities that are free.

- Prepare a news article for the local newspaper or school paper to acquaint others of the findings.

- Invite persons of different age groups to discuss the type of recreational activities young people enjoyed when they were in their teens or early twenties. The panel might include persons of thirty, fifty, seventy, and eighty years of age.

CONCEPT - Planning a Vacation

Objective - The learner will be able to:

State the benefits of a carefully planned vacation.

LEARNING STRATEGIES

- Relate experiences on a vacation when there was little or no planning:

  Were you able to get reservations where you desired?
  Were tickets available to the kind of activities you wanted to see or participate in at the time desired?
  Did you take along appropriate clothing and equipment?
  Were you refreshed and ready to enjoy the activities when you arrived?
  Were there arguments among the group about any aspect of the vacation that could have been avoided by prior planning?

- Share rewarding vacations and reasons they were satisfying experiences for all involved. Washington, D.C., Williamsburg, and Atlanta might be some examples.

- State the benefits of a well-planned vacation, such as:

  Achieve satisfaction for money spent.
  Allows one to do what is desired within the limits of time and money.
  Allows one to take along appropriate clothing.
  Helps assure flexible time for unforeseen opportunities.

CONCEPT - Choosing Transportation for Recreational Travel

Objective - The learner will be able to:

Analyze various modes of transportation and predict which will be both economical and satisfactory for recreational travel in a given hypothethcal situation.

LEARNING STRATEGIES

- List factors that would influence a person's choice of transportation for recreational travel, such as modes of travel available, cost, age and health of travelers, purpose of travel, availability of fuel composition of the group, personal preferences, and time.

- Discuss various modes of travel, such as walking, bicycle, motorcycle, car (station wagon, pick-up, camper), airplane, train, boat, horseback, bus.

- Calculate the cost of a 2,000 mile trip by: plane, car, train, bus. Chart the findings.

- Discuss factors other than cost that influence the choice of transportation, such as goals, values, and lifestyle.

CONCEPT - Using a Travel Agency

Objective - The learner will be able to:

Evaluate and use the services provided by a travel agency.

LEARNING STRATEGIES

- Invite representatives of local travel agencies to identify their services and the approximate costs.

- List information needed by travel agencies in order to plan trips to meet specific goals and circumstances, such as:

    Characteristics of family or group
    Destination
    Time of departure and length of trip
    Maximum amount of money to be spent on trip
    Type of lodging and transportation preferred
    Activities preferred during the trip

- Divide the group into three hypothetical families with each group planning different trips - one within the state, one out-of-state, and one international. Use the services of a travel agency.

- Report the plans and evaluate the services of the travel agency.

CONSUMER EDUCATION EXPERIENCES

CLASS RESEARCH

- Individual students can report to class on their findings regarding use of special financial savings plans for the elderly which may be offered in the locality by such businesses as:
  - bus companies
  - optical concerns
  - restaurants
  - drug stores
  - parks
  - cooperative grocery stores
  - motels
  - banks
- Students can survey the local businesses to determine those which acommodate the person in a wheelchair or using a walker.
- Scan periodicals in school library and other sources to report on articles relating to the elderly and their role in the marketplace.

RESOURCE PEOPLE

- Ask older home owners to explain how they have lowered their utility costs through such energy-saving procedures as shutting off unused rooms, adding an automatic timer to their water heater, eliminating air "leaks," or changing their use of phone, water, or electricity.
- Invite older persons to explain how they saved money during their vacation because of the special rates which they secured at motels or parks.
- Invite a public official to report on legislation helpful to the elderly, such as Social Security or Medicare.
- Secure a business representative who is responsible for pre-retirement planning sessions to explain the process used with their employees, the types of questions usually raised, and the evidence of success of the service to employees.
- Invite a social worker to discuss the local services which are available to the elderly, including legal counseling and medical alternatives.

ROLE PLAY

- Have students role play an older, deaf person shopping for a car or glasses; an older person with limited vision purchasing food and checking out at the cash register; an older person with a wheelchair purchasing clothing. Analyze the ways in which businesses might make shopping more enjoyable and efficient for such shoppers. Reports could be submitted to media.

VARIABLE TYPES OF ACTIVITIES

- Secure copies of the state legislature's recent bills dealing with issues for the elderly such as nursing homes, geriatric education, dentures, audiological services, transportation, or tax assessments.
- After a lesson on advertising strategies, students might devise advertisements for various media specifically designed to appeal to the aged population.

LEGAL MINIMUM AGE LIMITS

Certain activities require minimum age levels for participants. Some such minimum age limits are set by federal laws, others by the state. In order to complete the following chart of the minimum ages for activities in your state, you will need to check with the World Almanac, your county clerk, the county employment office, and perhaps the motor vehicle department, among others.

ACTIVITY	MINIMUM AGE IN YOUR STATE
Obtain a learner's permit to drive	
Obtain a driver's license	
Obtain a chauffeur's license	
Drive a tractor-trailer rig	
Marry with consent (male)	
Marry with consent (female)	
Marry without consent (male)	
Marry without consent (female	
Drink beer	
Drink alcoholic beverages	
Smoke	
Work as a waitress	
Work in house construction	
Work in heavy constuuction	
Work in a filling station	
Work in a factory	
Work as a nurse	
Work as a clerk	
Do farm work	
Open a checking account	
Borrow money from a lending institution	
Obtain a credit card	
Buy stocks and bonds	
Buy a car	
Buy a motorcycle on time purchase	
Sign a lease	
Buy a house	
Sign a contract	
Vote	
Go to an X-rated movie	
Other:	
Other:	
Other:	
Other:	

Unit VIII

Unit Title: Career Opportunities in the Field of Geriatrics

Time Allotment: approximately 3 weeks

Overview:

This unit is designed to acquaint the student with both opportunities in which learned skills and techniques of geriatric care may be used for career purposes and available agencies and facilities dealing with the elderly within the local community. Present and future trends will also be explored. It may be lengthened or abbreviated depending on the needs and interest of the students involved. Since not all students will be able to have hands-on experience within all geriatric areas in any community, this unit will attempt to provide minimum exposure of community resources to all students. The various careers and job titles of those directly involved with the elderly will be explored through classroom presentations and field trips as resources allow. The gap between school and the work place will be bridged through an introduction to job seeking skills, i.e. resumes, applications and the interview process.

Unit Outline:

I. Local Agencies and Facilities
  A. helping agencies for the independent elderly
    1. local government agencies
      a. employees
      b. local laws and regulations
    2. Senior Citizens facilities
    3. transportation assistance
    4. specific community resources
  B. community facilities for various dependent needs
    1. day care centers
    2. homemaker agencies
    3. rest and convalescent homes
II. Specific Career Opportunities and Information
  A. nursing assistant/home health aide
    1. job description
    2. advantages/disadvantages
  B. recreational aide
    1. job description
    2. advantages/disadvantages
  C. homemaker
    1. job description
    2. advantages/disadvantages
  D. dietary aide
    1. job description
    2. advantages/disadvantages
  E. career opportunities which involve formal education
  F. current and projected trends which affect the job market for geriatric workers within the local and extended community

Performance Objectives:

The student will be able to:

1. describe the functions of a variety of local agencies dealing with the independent elderly within the community.
2. list the specific local agencies and facilities which provide geriatric assistance or care.
3. explain the services provided by local facilities for the dependant elderly in the community.
4. write a job description for four geriatric care workers which a student could enter with only a high school diploma.
5. describe some geriatric care careers which require post-high school education.
6. list present and projected trends which will have an effect on the job market within the field of geriatrics.
7. write a personal resume.
8. complete the forms needed to enter the work force, i.e. job application, W4 form, etc.
9. demonstrate the techniques needed for a successful job interview.
10. define related job benefits and payroll deductions commonly encountered in the work force.

Student Learning Activities:	Resources:
1. Participate in classroom discussion of personal experience with community services, including services for the elderly.	
2. Research state and local laws and regulations for services and care to the elderly which affect the local community.	Teacher-constructed assignment sheet
3. Listen to teacher presentation on local agencies which work to make services available and accessable to the elderly.	Local directory of services to the elderly.
4. Listen to speaker presentation on community service agency.	Speaker: (as available) Human Resources or Director of Senior Citizens
5. Participate in field trip to local Senior Citizens' center.	
6. Listen to teacher presentation on purpose and functions of local facilities for giving care and/or services to the elderly.	Field trip to local facilities, i.e. day care center for the elderly or selected convalescent home.
7. Participate in field trip to local facilities as possible.	
8. Listen to speaker presentation on variety of home services provided or available to aid the elderly.	Speaker: Homemaker services agency representative
9. Complete individual project relating to providing for specific given needs for a targeted older citizen in the local community.	Teacher-constructed project assignment

10. Research careers related to gerontology and write job descriptions for careers as assigned.	Library and/or resources on career information
11. Listen to speaker presentations on specific job areas and careers working with the elderly, i.e. recreation therapist, home health aide, etc.	Speaker: Homemaker, recreation aide, etc.
12. Read assigned reading, and listen to teacher presentation on the present and future trends in the field of gerontology.	Updated articles as available from Council on Aging.
13. Write a personal resume according to specified criteria.	Resume information and teacher=constructed writing assignment.
14. Listen to teacher presentations on the job seeking process, i.e. terminology, do's, don'ts, etc.	
15. Complete a variety of job applications.	Various job applications
16. Role play an effective job interview.	Video-taping equipment
17. Participate in classroom discussions regarding job benefits and payroll deductions.	Handouts on job benefits and payroll deductions.

c.) Planners evaluate the need for services and recommend courses of action within the budget to meet these needs.

d.) Nursing Home Ombudsmen make sure that nursing homes comply with state and federal regulations and investigate complaints.

2.) Housing Managers oversee the physical state of the building, the financial responsibilities of the project, and the social needs of the tenant.

3.) Senior Center Directors' responsibilities include administration, providing direct services and planing services, obtaining funds, overseeing personnel, and representing the agency to the community

OTHER JOBS

1.) Licensed Practical Nurses (LPNs) provide nursing care and treatment under the supervision of a doctor or registered nurse primarily in a nursing home. LPNs record, and report changes in the patient's condition to the supervisor.

2.) Nurses Aides perform less skilled tasks including personal care of the patients relating to their comfort and welfare.

3.) Homemaker - Home Health Aides provide personal and homemaking services to the elderly who live at home. Aides are training and supervised by social or health agencies. A great deal of the work is on a part-time basis.

4.) Paralegals assist the elderly in filling out forms, provide them with legal counseling and advise them concerning benefits to which they may be entitled.

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JOB SCOPE

JOBS AND CAREERS

WHICH SERVE THE ELDERLY

GERONTOLOGY AND GERIATRICS

Gerontology is the scientific study of the process of aging and the problems of aged people. The field of geriatrics is concerned with the medical care, treatment, and rehabilitation of older people. Social gerontology deals with older persons' relationships with society, helping older people to cope with their problems, identifying their social service needs, and providing for these needs.

EDUCATION AND VOLUNTEER WORK

Preparation for a career in the field of aging involves college courses, continuing education, or on-the-job training (OJT).

1.) A concentration in social gerontology is available at some colleges and universities for students majoring in other fields.

2.) A bachelors degree with a concentration in gerontology prepares graduates for direct service jobs with the elderly or for lower level administration jobs.

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3.) Graduate programs prepare persons as administrators and supervisors, and teaching and research in colleges.

4.) Practicums are used to gain firsthand experience by students through part-time work with the elderly.

5.) Associate degrees in community and junior colleges prepare students for direct service jobs in nursing homes, senior centers and social service agencies. Also these programs prepare students for paraprofessional jobs such as: social service aide; recreation aide; occupational therapy assistant; physical therapy aide and mental health aide.

6.) Continuing education includes workshops, courses and conferences to provide specific job skills for working with the elderly such as: homemaker-health aide; information and referral specialist; outreach worker; paralegal assistant; nursing home personnel and nutrition site manager.

7.) Volunteer or paid work experience in agencies that serve the elderly is valuable for learning the specific needs of older people and may be an advantage in obtaining a permanent job.

PROFESSIONS THAT MAY SERVE THE ELDERLY

1.) Nursing Home Administrators plan the services of the institution and coordinate its staff. Administrators also attend meetings and public engagements and deal with agencies which pay patients' bills.

2.) Geriatric Nurses learn the special physical and phychological needs of older patients and develop ways to care for them. Geriatric nurse practitioners and visiting nurses also deal with the elderly.

3.) Physical Therapists help older persons regain use of affected parts of their bodies. The recovery is often complicated by other physical problems.

4.) Occupational Therapists rehabilitate older persons and help to prevent physical and mental deterioration through projects and group activities.

5.) Dietitians and Nutritionists are responsible for budgeting and purchasing food and for the planning and preparation of nutritious meals.

6.) Social Workers are a link between older persons and the services available to them. They also help the elderly to adjust to changes caused by aging.

7.) Recreation Workers organize social, physical, creative and educational activities for the elderly.

8.) Psychologists do research on aging and also provide counseling and therapy for older people.

9.) Librarians serve the elderly by use of bookcarts in nursing homes, the mail, by delivery to the homebound, and through the use of bookmobiles, talking books and special books with large print are also made available by librarians.

10.) Lawyers work on staffs of legal service agencies or act as consultants to small agencies. They represent elderly clients before administrative agencies and in courts. Lawyers also help prepare, draft and support legislation that benefits the elderly.

11.) Architects design nursing homes, housing for the elderly, retirement communities and similar facilities to provide a supportive, safe and functional place for older people. Some are hired as planners in government housing offices and in agencies on aging.

OTHER PROFESSIONAL JOBS

1.) Jobs with Area Agencies on Aging

a.) Directors are responsible for the overall operation of the agencies including intergovernmental relations and public relations and advocacy.

b.) Program Specialists plan, implement and evaluate direct services for the elderly.

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Career Questions

OBJECTIVE

To identify future career possibilities and qualifications for jobs related to aging.

GENERALIZATION

As the baby boom generation reaches old age and the number of old people in the population increases, there will be more jobs relating directly or indirectly to the needs of the aging population.

- Interview representatives from professions working with old people. You may invite them to speak to your class, or you may interview them where they work. Possible interviewees include:
  —nursing home administrator and/or employee
  —social security administration representative
  —senior citizen center leader
  —doctor who specializes in geriatrics
  —social services representative
  —physical or occupational therapist who works with the elderly.
- Use the following guide in asking questions.

Career Questionnaire

1. What kind of educational background is required for your job position?

   ____

2. What type of work experience is required for your job position?

   ____

3. Do you need any special interpersonal skills in your job? If so, please explain.

   ____

4. Do you have to consider the social and emotional needs of the elderly in order to perform your job effectively? Why or why not?

   ____

5. Do the political issues surrounding old age (e.g., social security legislation, Medicare) affect your job in any way? If so, how?

   ____

6. Have your attitudes about old age changed since you began working with old people? If so, how?

   ____

7. What have you learned about old people? What are the rewards and frustrations of working with the elderly?

   ____

8. In general, how do you feel about having young people work with the elderly? Would this approach work in your job? Why or why not?

   ____

9. How could I get some experience working with the elderly today?

   ____

   ____

   ____

WORKING WITH THE ELDERLY

SELECTED JOB OPPORTUNITIES

Social/Recreational Services-Senior-citizen centers, retirement communities, nursing homes, and many other facilities need paraprofessional and professional people to plan day trips or excursions; develop arts and crafts programs; sponsor clubs, choirs, dances, sports events, etc.

Counseling-The elderly often have complicated problems related to leases, transportation, taxes, estate planning, and a host of other topics. Professional ombudsman are being recruited for many agencies to help these people sort out their concerns and find the appropriate authorities to resolve their problems. Home economists with training in community services would be excellent candidates.

At-Home Assistance-Some older people can live very well alone, but they need help to shop for groceries, visit friends, or keep medical appointments. In many comunities, new support services are being established. Volunteers or paid staff members visit homes to help with small chores and assist people as necessary.

As a matter of fact, home economists have been among the first to start services such as these on a fee-paid basis. A son or daughter can establish a contract and pay to have such a service attend to a parent's needs. It's a clever way to use professional abilities. The home economist plans the program and hires paraprofessionals to help.

Day Care-Frequently these services are sponsored by the community, and participants pay a daily fee.

Day care is a real asset for families who want to have an elderly person living with them but are unable to provide all of the services the person requires.

In a day-care center, for example, an elderly person could receive medication or physical therapy as necessary. These services would be in addition to recreational or educational ones, which are equally important.

Professional staff members in a day-care facility might help plan a person's diet in accordance with a doctor's recommendation; teach nutrition, home management, or consumer education; and perhaps help a family plan at home facilities suited to the capabilities of the elderly person. Again, home economists would be very well-qualified.

Institutional Care-Retirement homes, nursing, or extended-care facilities do as much as they can to provide a comfortable home environment for people who require constant medical supervision. Home economists can help in the planning of facilities and services, for patients as well as their family members.

Food Service-Eating properly-perpared and well-balanced meals is one of the most serious problems affecting the elderly. There are many programs to help supply nutritious food in a regular basis and at a reasonable cost.

Meals-on-Wheels delivers daily lunches or dinners to home-bound people. Senior-citizen centers or school cafeterias serve low-cost hot lunches and all day-care or residential centers provide a full menu of meals daily.

WHEN YOU RETIRE

First. . .

Write your own retirement speech, to be given about you, by someone else, when you retire. This should reflect where you want to go, what you want to do in the future and how you want to be remembered.

Then. . .

Make a self assessment listing your strengths and what you need to improve. This shows where you are now.

And. . .

Write a character sketch about yourself in the third person (Mary is). What are you like as a person?

Or. . .

Make a time line of your life identifying peak experiences, problems, growth, and future goals.

Then. . .

Set some goals for yourself. Include what you plan to do and how you plan to become the person you want to be. Start with where you are now and move toward the future.

THIS IS ME AT

43. . .63. . .83

Pick up an age in the future and draw a picture of you in twenty or thirty or forty years. Describe yourself and what you will be doing at that age. How will you spend your time? Where will you live? What hobbies will you have?

Pretend you are 63. Write a letter to your grandchildren or a young relative who is 10 years old. Tell about yourself and what you are doing. Answer the questions a young person might ask you.

All of these services need home economists with training in food service and therapeutic dietetics.

SALARIES AND ADVANCEMENT

Paraprofessionals may enter the field as a day-care aide, homemaking aide, or nursing aide. Salaries vary, of course, from about $2.50 per hour in rural areas to more than $4 per hour in urban centers.

Entry-level jobs for professionals often pay about $10,000 to $12,000 and advance to about $15,000 to $20,000 after five years or more work experience.

Senior professionals positions, such as food-service administration or institutional management may require an advanced degree and several years of job experience. Salaries in these management positions may range up to and beyond $25,000 to $30,000.

Since the entire field of services to the elderly is growing rapidly, there are many opportunities for on-the-job training, continuing education, and advancement.

ANY TIME IS A GOOD TIME TO BEGIN

Every facility for the aging can use volunteer help. Students can begin in high school; adults can start any time. Classroom experience in home economics, particularly in occupational services, is very valuable.

For more information about the services for the elderly in your area, contact the Commission on Aging, Community Resources and Referral Agency, Department of Human Resources, or Senior-Citizens Council. Check your local phone-book listings for the agencies in your community, and call or write for details.

Have students list their own personal characteristics which they would like to have people remember when they die and explain why these characteristics are so important to them.

Students could study such service organizations as RSVP (Retired Senior Volunteer Program) or the Foster Grandparent Program to explain the advantages which older and younger people gain from the program.

Have students listen to Lou Rawl's recording of "Time" or Simon and Garfunkel's recording of "Old Friends" and write down the ideas which occur about each as they are listening. Ideas may or may not be shared later.

Make a collection of birthday cards designed for young children, adolescents and adults. (Besure to include cards for both males and females.) Display the cards under the title "Happy (?) Birthday." Group them by gender and age. Discuss any trends you see in the way birthdays are depicted as age advances. Discuss the differences in the portrayal of aging in males and in females.

The series of sketches, entitled "Faces of the Future," can be used as either a master copy for an overhead transparency or for individual student handouts. Using the pictures as a visual stimulus, discuss:

Physiological aspects of aging
Physicological aspects of aging
Myths and realities of aging
Similarities in the emotional and social needs fo yound and old
Questions posed at the end of "The Magic Mirror" activity
Age responses given for the "How Old is Old?" activity

Lead a brainstorming activity. On the chalkboard, list all of the words and phrases that students can identify as descriptions of "old" (e.g. feeble, gray, antique, over-the-hill). Then list all of the words and phrases that describe "young" (e.g. blooming, fresh, tender, sweet). Compare the lists and discuss:

How is "old" generally described? As something good? Bad? Distasteful? Pleasant?
How is "young" generally described?
How does the description of "old" affect our perception of "old" age?
Do you think that perception will ever change? If so, how? If not, why?
Are any words on both lists the same? Why or why not?

Clinical

As a vocational curriculum, it is important that it help students develop employable skills, Studies prove the importance of much "hands on" or practical experience to help the student apply their classroom knowledge. We also know that many young people learn best and retain their skills longer by practical experience.

This curriculum has recognized the value of clinical training by including guidlines for the students in three common ocupations related to Geriatrics. To insure that each student recieve a well rounded and positive experience, the following guidelines are recommended:

Guidelines:

1. The vocational classroom teacher should be responsible for the students work supervision.

2. The school should recognize the students work and provide:

   A. an early release if necessary
   B. a letter grade based upon regular written evaluations
   C. direction to both student and job site through a written training plan
   D. release time for the teacher to supervise the students work/training

3. The teacher-student ratio should not exceed 15 to 1

4. Each student should participate in the development of their training plan. More included in this curriculum are meant to guide. An individual plan is necessary to provide the proper flexibility and structure for each situation.

5. A written training agreement should outline the responsibilities of school, employer and training station.

6. The work should emphasize training, not earning money so volunteer service for school credit is advised.

7. The student should record and report their learning activities weekly to the teacher/coordinator.

STUDENT AGREEMENT

Cooperative Education Department

The cooperative education program seeks to further the all-around development of each student. It is unique in offering out of school training as part of the students overall academic program. In order to make the program fully effective, each student must agree to fulfill the following responsibilities.

1. To have regular attendance in both of my cooperative classes in school and work experience.
2. To be on time to my school and work class.
3. To understand that the amount of credit I earn for the work phase is based upon the number of weeks I work and if I've had regular school attendance.
4. There will be no credit allowed for any work performed on days I did not attend school unless approved in advance. When I lose credit for non-attendance to my COEP class, I will also lose my work credit.
5. To understand that I must consider my work a MHS Cooperative Education class in order to earn graduation credit. This requires regular reporting of all work activity, employment with a cooperating employer and regular attendance.
6. To carry out training on the job in such a manner that I will be a credit to myself and to the Cooperative Education Department.
7. To do all classroom and/or homework assignments for the related class to the best of my ability.
8. To realize that an early release for work is a privilege awarded only when both the teacher and employer agree its necessary in order for you to receive the best possible on-the-job training.
9. To behave maturely on the job as well as at school. Not to risk their job because of unacceptable behavior.
10. To pay all normal fees and charges necessary for class activities such as banquets and field trips.
11. To avoid activities that would lead to detention, suspension, or expulsion.
12. To consult the teacher-coordinator about any difficulties on the job, and to make no changes without such consultation.

STUDENT DATE TEACHER DATE

PARENT DATE WORK SUPERVISOR DATE

Clinical Job Site
Training Agreement

CO-OPERATIVE OCCUPATIONAL EDUCATION PROGRAM

1984-1985 School Year

_________________________will serve as Cooperating Employer for ______________
_________________________by providing training in the area of ________________.

1. The school will consider the students work a class. This will provide the incentives of academic credit, grades and an early release for successful work.

2. The school will provide each student with related instruction so as to improve their job skills.

3. The school will provide each cooperating employer with the necessary documentation and assistance so as to enable them to receive all the financial benefits available under the law.

4. A cooperating employer considers the students work training, making an effort to provide as many learning experiences as reasonably possible.

5. A cooperating employer agrees not to influence the students quitting school before graduation by offering them a full-time job during the school year.

6. The employer will provide reasonable access so the teacher can visit the students supervisor.

7. This agreement can be terminated by either party by mutual agreement. It is intended only to provide a framework for the schools and employers mutual cooperation.

____________________	____________________	____________________
Teacher Coordinator	Employer	Student

Adult Day Center

Recreational Aide Guidelines

General

1. Volunteers are an important part of the adult day center and we want you to feel at home. Hopefully these guidelines will help you out.
2. Please try to come in regularly and promptly, if an emergency or illness keeps you at home. You will be missed, so call us.
3. Please sign in and out of the time log located in the office.
4. Please wear your name tag. It helps the clients to learn your name and know that you are a volunteer.
5. In case of an emergency or a fire notify a staff member at once.
6. If you have any questions or problems ask a staff member. We will be glad to help you if we can.

Guidelines for working with clients

1. At times elderly people can be depressed, oversensitive, confused and bothered by their physical and social limitations. As a volunteer, you help make them feel better about themselves and their lives. These guidelines will help you translate your feelings of concern into actions.
2. Unexpected noises can startle a person. When speaking to clients, approach them from the front, not behind so they can see you.
3. Be patient. Elderly people may move slowly and might require more time to answer your questions or ambulate.
4. If you do not understand a client's train of thought, ask them to clarify their thoughts. Doing this will be equally helpful to both of you.
5. Speak clearly and loudly. Some clients may be hard of hearing.
6. Never make promises to clients that you know you cannot keep.
7. Try to keep your conversation light and cheerful. Talk about neutral topics like current events, politics, community news, hobbies, etc. Try to draw clients into a conversation and get them to talk about pleasant memories, their families, their interest. Bringing in your crocheting, photos, or other items of interest will help stimulate conversation.
8. If a client drones on about his/her illness or frustrations tactfully change the subject. You can show your sympathy by helping them focus on brighter subjects. If a client has an issue that you feel needs attention, please bring it to the attention of the staff.
9. Clients have a right to confidentiality. Please do not discuss clients with other clients or volunteers.

10. Please participate in group activities and provide encouragement, it helps motivate the clients.

11. Respect your own abilities and have confidence in yourself, you are your best asset in dealing with clients.

12. We ask that you consider helping out with the following tasks while you are at the center.

    A. The clients enjoy coffee throughout the day, therefore fresh de-caffinated coffee needs to be kept on hand. The coffee pots also need cleaning once a day.

    B. We ask that you assist clients with their coats when they arrive and leave the center and that they take the proper belingings.

    C. It is important that the calendars in the day room are kept up to date and accurate, therefore, please change the date and weather at the beginning of the day. The signs are located on the coffee table in the day room.

    D. Please help keep the refridgerator stocked with juice and gingerale. The supplies are kept in the supply closet, just ask a staff member for the key.

    E. The table needs to be set for lunch by 11:15 a.m. Please supervise the clients with this task.

    F. The paper goods in the cabinet also need to be stocked. These supplies are also in the supply closet, just ask the staff for the key.

Connecticut State Labor Department

COOPERATIVE VOCATIONAL EDUCATION TRAINING PLAN

Student ______________________ **Date** ______________________

Town ______________________ **Firm** ______________________

School ______________________ **U.S.O.E. NO.**__________ **D.O.T. NO.**__________

JOB TRAINING STATION OR TITLE Recreational Aide - (Adult Day Care)

SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON THE JOB	*	SPECIFIC RELATED CLASSROOM INSTRUCTION	**EVALUATION	RESOURCES
Period from ________ to ________		Period from ________ to ________		
I. Orientation		I. Orientation		
A. Introduction to the staff		A. Proper manners		
B. Tour of the Facilities		B. Sample employees handbooks		
C. Facilities Handbook				
1. facility policys		1. normal company policy		
2. employee benefits		2. common employee benefits		
II. Safety Training		II. Safety		
A. Emergency Procedures		A. Fire evacuation		
1. location of fire exits				

* Evaluction by Employer: ✓ When Completed

** Evaluation by Teacher-Coordinator - Use School's Marking System

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JOB TRAINING STATION OR TITLE ______________________________

SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON THE JOB	*	SPECIFIC RELATED CLASSROOM INSTRUCTION AND INDIVIDUAL STUDY PROJECTS	**EVALUATION	RESOURCES
Period from ________ to ________		Period from ________ to ________		
2. evacuation procedures		B. Use of extinguishers		
III. Motivation of clients		III. Human Relations		
A. Establishment of rapport		A. Trust		
B. Stimulation		B. Handout - Motivation		
1. oral/verbal				
2. written				
C. Sheduling		C. Budgeting unit		
IV. Social Skills		IV. Social Skills		
A. Individual		A. English Skills		
1. reading to clients		1. Reading		
2. conversation		2. Vocabulary		
3. musical interests		3. Pronounciation		
4. word games		3. Attentive listening		
5. artistic interests				
V. Positive Reinforcement		V. Reinforcement		
A. Individual Achievement		A. How the teacher motivates		

* Evaluation by Employer: ✓ When Completed
** Evaluation by Teacher-Coordinator - Use School's Marking System

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JOB TRAINING STATION OR TITLE ______________________________

SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON THE JOB	*	SPECIFIC RELATED CLASSROOM INSTRUCTION AND INDIVIDUAL STUDY PROJECTS	**EVAL-UATION	RESOURCES
Period from ________ to ________		Period from ________ to ________		
B. Group Achievement		B. Reward Systems		
C. Methods				
1. Verbal praise		1. grades		
2. Bulletin boards		2. credit		
3. Certificates		3. recognition		
4. Pictures		4. publication		
VI Physical Exercises		VI Physical Exercises		
A. Walking		A. Health		
B. Exercise to Music		B. Schedules		
C. Stretching				
VII Fine Arts		VII Fine Arts		
A. Sculpture		A. Hands on Activities		
B. Soap Carving		B. Oral Activities		
C. Sing-a-long				
VIII Homemaking Skills		VIII Homemaking Skills		
A. Cooking		Foods Curricula		

* Evaluation by Employer: ✓ When Completed

** Evaluation by Teacher-Coordinator - Use School's Marking System

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Connecticut State Labor Department

COOPERATIVE VOCATIONAL EDUCATION TRAINING PLAN

Student ______________________________ **Date** ______________________________

Town ______________________________ **Firm** ______________________________

School ______________________________ **U.S.O.E. NO.** ____________ **D.O.T. NO.** ____________

JOB TRAINING STATION OR TITLE Geriatric Aide - (Convalescent Home)

SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON THE JOB	*	SPECIFIC RELATED CLASSROOM INSTRUCTION	**EVALUATION	RESOURCES
Period from ________ to ________		Period from ________ to ________		
1. Communicating effectively with patients and staff.		Code of Ethics		
		Legal aspects of nursing, negligence and		
		Malpricitice skills of obeervation and		
		reporting		
		Identifying patient needs		
		Interpersonal relationships with the elderly		
		Physical and emotional needs		
		Reality Orientation		
2. Bedmaking		Medical asepis		

* Evaluation by Employer: ✓ When Completed

** Evaluation by Teacher-Coordinator - Use School's Marking System

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JOB TRAINING STATION OR TITLE Geriatric Aide - (Convalescent Home)

SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON THE JOB	*	SPECIFIC RELATED CLASSROOM INSTRUCTION AND INDIVIDUAL STUDY PROJECTS	**EVALUATION	RESOURCES
Period from ________ **to** ________		**Period from** ________ **to** ________		
		Bedmaking skills		
		Comfort and Safety Devices		
3. Moving and Listing techniques		Safety measures		
		Body Mechanics		
		Principles of body alignment		
		Positioning the patient		
		Transfer techniques		
4. Personal care		Process of aging		
a. Bathing the patient		Physical and mental changes		
b. Oral hygiene		Techniques of administering a bedbath		
c. Care of the hair		Tub and shower baths		
d. Elimination		Care of mouth and teeth		
e. Skin care		Skin care:		
		Shaving the male patient		
		Care of the hair		
		Use of the bedpan, urinal, and commode		

* Evaluation by Employer: ✓ When Completed

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JOB TRAINING STATION OR TITLE ______________________________

SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON THE JOB	*	SPECIFIC RELATED CLASSROOM INSTRUCTION AND INDIVIDUAL STUDY PROJECTS	**EVALUATION	RESOURCES
Period from ________ to ________		Period from ________ to ________		
		Incontinent - commode patient		
5. Passing trays and nourishments: Feeding the		Therapeutic diets		
patient		Serving of Food		
		Feeding the helpless patient		
6. Maintenance of fluid balance		Intake and output - Foley catheter care		
7. Give special treatments under supervision of		Specimen collection		
RN		Enema administration		
		Admissions/Discharges		
		Urine testing procedures		
8. Measure and record vital signs		Temperature - pulse		
		Resperations and Blood pressure		
9. Give care after death		Post mortem care		

* Evaluation by Employer: ✓ When Completed
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JOB TRAINING STATION OR TITLE Geriatric Aide - (Convalescent Home)

SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON THE JOB	*	SPECIFIC RELATED CLASSROOM INSTRUCTION AND INDIVIDUAL STUDY PROJECTS	**EVALUATION	RESOURCES
Period from ________ to ________		Period from ________ to ________		
1. Communicating effectively with patients		Code of Ethics		
and staff.		Legal aspects of nursing, negligence &		
		Malpractice skills of observation and		
		reporting		
		Identifying patient needs		
		Interpersonal relationships with the		
		elderly		
		Physical and emotional needs		
		Reality Orientation		
2. Bedmaking		Medical asepis		
		Bedmaking skills		
		Comfort and Safety Devices		
3. Moving and Listing techniques		Safety measures		
		Body Mechanics		
		Principles of body alignment		

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JOB TRAINING STATION OR TITLE ______________________________

SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON THE JOB	*	SPECIFIC RELATED CLASSROOM INSTRUCTION AND INDIVIDUAL STUDY PROJECTS	**EVAL-UA-TION	RESOURCES
Period from _________ **to** _________		**Period from** _________ **to** _________		
3. Continued		Positioning the patient		
		Transfer techniques		
4. Personal care		Process of aging:		
(a) Bathing the patient		Physical and mental changes		
(b) Oral Hygiene		Techniques of administering a bedbath		
(c) Care of the hair		Tub and shower baths		
(d) Elimination		Care of mouth and teeth		
(e) Skin care		Skin care:		
		Shaving the male patient		
		Care of the hair		
		Use of bedpan, urinal and commode		
		Incontinent - commode patient		
5. Passing trays and nourishments: Feeding the		Therapeutic diets		
patient		Serving of Food		
		Feeding the helpless patient		
6. Maintenance of fluid balance		Intake and output - Foley catheter care		

* Evaluation by Employer: ✓ When Completed
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JOB TRAINING STATION OR TITLE ______________________________

SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON THE JOB	*	SPECIFIC RELATED CLASSROOM INSTRUCTION AND INDIVIDUAL STUDY PROJECTS	**EVALUATION	RESOURCES
Period from ________ to ________		Period from ________ to ________		
7. Give special treatments under supervision		Specimen collection		
of RN		Enema administration		
		Admissions/Discharges		
		Urine testing procedures		
8. Measure and record vital signs		Temperature - pusle		
		Resperations and Blood pressure		
9. Give care after death		Post mortem care		

* Evaluation by Employer: ✓ When Completed

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Connecticut State Labor Department

COOPERATIVE VOCATIONAL EDUCATION TRAINING PLAN

Student ____________________ Date ____________________

Town ____________________ Firm ____________________

School ____________________ U.S.O.E. NO.__________ D.O.T. NO.__________

JOB TRAINING STATION OR TITLE Home Health Care Aide

SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON THE JOB	*	SPECIFIC RELATED CLASSROOM INSTRUCTION	**EVALUATION	RESOURCES
Period from __________ to __________		Period from __________ to __________		
1. Orientation		I. Orientation		
A. Introduction to Personnel		A. Teacher instruction		
B. Tour of Facilities				
C. Company Handbook		B. Development of Manual		
1. Company policies				
2. Employee Benefits				
II Safety Training		II Safety Union		
A. Emergency Procedures		A. Fire Drill Plan		
1. Evacuation plans				

* Evaluation by Employer: ✓ When Completed

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JOB TRAINING STATION OR TITLE ______________________

SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON THE JOB	*	SPECIFIC RELATED CLASSROOM INSTRUCTION AND INDIVIDUAL STUDY PROJECTS	**EVALUATION	RESOURCES
Period from ________ to ________		Period from ________ to ________		
B. Personal Protection		B. Personal Protection		
1. Use of fire extinguishers		1. Fire Department Demonstration		
2. Proper lifting procedures		2. Red Cross Booklet		
3. Kitchen safety		3. Home Economic Dept. Instruction		
III. Patient/Client care within the home		III. Patient Care within the Home		Nurse Aide Text
A. Personal care		A. Personal Care		
1. Awakening patients		1. Human relations		
2. Dressing patients		2. Proper handling		
3. Washing and personal hygiene				
B. Meal preparation		B. Meal preparation		
1. Table Setting		1. proper place setting		
2. Selection of diet		2. special diets		
3. Cooking		a. low sodium		
a. Special diets		b. low sugar		
b. Regular diets				

* Evaluation by Employer: ✓ When Completed

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JOB TRAINING STATION OR TITLE ____________________

SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON THE JOB	*	SPECIFIC RELATED CLASSROOM INSTRUCTION AND INDIVIDUAL STUDY PROJECTS	**EVALUATION	RESOURCES
Period from ________ to ________		Period from ________ to ________		
C. Housekeeping		C. Housekeeping		
1. Kitchen cleanup		1. Kitchen cleanup		
2. Laundry		2. Laundry		
3. Dusting/Vacuuming		3. Living area		
D. Special skills		D. Human Relations		
1. Reading		A. English skills		
2. Letter writing		1. writing		
3. Conversation		2. spelling		
4. Positive reinforecment		3. reading		
E. Shopping		E. The smart shopper		
1. Food		A. Price comparison		
2. General Merchandise		B. Labeling		
F. Recreation				
1. Games				
2. Physical activities				

* Evaluation by Employer: ✓ When Completed

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RESOURCES

AND

HANDOUTS

RESOURCES

Administration on Aging of Human Development, U.S. Department of Health and Human Services, Washington, D.C. 20402

Aging, monthly magazine updates national, state and local issues $9.25 per yr.

American Heart Association, National Center - 7320 Granville Avenue, Dallas Texas 75231 pamphlets

Audio Visual School - Keeping Foods Fresh, Box 873 New York, N.Y. 10023 Filmstrip

Career Aides Inc. Exploding Nutrition Myths II Filmstrip 20417 Nordhoft Street Department X Chatsworth, CA 91311

Churchill, E Richard and Linda, Activities for Studying The Process of Aging J. Weston Walch, Maine

Connecticut Department on Aging, 60 Washington Street Hartford, CT 06115

Connecticut Department of Consumer Protection State Office Building Hartford, CT 06145 Select Committee on Aging United States Congress 712 HOb Annex I Washington, D.C. 20215

Kimbrell, Grady and Kern, Susan, The Savvy Consumer!, McKnight, Illinois, 1984

Kopan, Alice, Consumer in the Market Place, Bennet - McKnight Publishing Co. Petoria, Ill.

Kopan, Alice, Food for Today, Student Activity Guide, 1982 Bennet-McKnight Publishing Co.

Facing the Challenges of Aging, "Current Consumer and Lifestudies, 8(November, 1983),

"The Aging Experience", Current Health, 7(April 1981), 8. The Gerontological Society 1835 K ST. N.W. Suite 305 Washington, D.C. 20006

Hoffman, Abeline M., Clothing for the Handicapped, The Aged, and Other People with Special Needs, Charles C. Thomas, Springfield, IL 1979

National Council on the Aging, Inc. 600 Maryland Avenue S.W. Westwing 100 Washington D.C. 20024

New England Dairy Council, 28 Grand Street, Hartford, CT Food for Life Series pamphlets

Northeastern Gerontological Society, Rhode Island College, 600 Mount Pleasant Ave. Providence, R.I. 02908

Special Committee on Aging, U.S. Senate G-233 Dirksen Senate Office Building Washington, D.C. 20510

United Fresh Fruit and Vegetable Association, Alexandria, VA 220314

# STATE OF CONNECTICUT

DEPARTMENT ON AGING

FILM LISTING

The Department on Aging has a number of 16mm sound films and filmstrips that are suitable for group screenings. Films can be borrowed for a period of up to two weeks. The Department encourages personal pick-up and return of films whenever possible, Requests for films should be made by writing or calling the Department's Public Information Officer at least two weeks in advance at:

Department on Aging   Tel: (203) 566-7770
80 Washington Street
Hartford, CT 06115

1) Antonio - B&W; 28 min. A frequently requested film which describes many of the problems that the elderly individual is likely to encounter.

2) The Rights of Age - B&W; 28 min. An excellent film which deals with the problem of invisibility among the elderly. It traces one woman's retreat into isolation and her forced return to society.

3) A Time for Living - Color; 11 min. This film emphasizes the necessity of planning ahead in order to be better able to cope with the future. A timely inclusion for any pre-retirement program.

4) Grow Older, Feel Younger - Color; 10 min. Hosted by Victor Borge, this film takes a lighthearted, but firm approach to the value of exercise for the elderly.

5) Never Trust Anyone Under 60 - Color; 60 min. Interesting character portraits of the elderly interspersed with a dramatic presentation. Deals with a diverse range of the elderly's problems.

6) That The Last Be the Best - Color; 28 min. Similar format to Never Trust Anyone Over 60. Looks into the problems of the elderly, especially women, and features a section on grass roots activity as a means of implementing change.

7) Seasons - Color; 17 min. Provides an overview of the aging process. Shows some of the volunteer programs with which the elderly can become involved.

8) What You Do Speaks So Loud - Color; 20 min. The orientation of this film is towards the services that elderly citizens can provide to the community. The film discusses the Retired Senior Volunteer Program (RSVP) in some depth.

9) Trigger Films on Aging - Color; 14 min. This is a series of 5 short films, designed to present a situation which will lead to discussion.

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An Equal Opportunity Employer

University of Michigan Pre-Retirement Series

This series contains seven, five minute segments on one reel of film. The films are designed to spark discussion. Titles are:

Retired and Home All Day
Older Worker and Pressures on the Job
Retired and Living with One's Children
Health During Retirement Years
Financial Planning for Later Years
Last Day on the Job
64th Birthday

There are also two filmstrip programs available. They require a filmstrip projector and a cassette tape recorder. Titles are:

1. Perspectives on Aging
2. Perspectives on Dying

BK/lb
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My Family History

OBJECTIVE

To explore the realities of past generations by creating a family oral history.

GENERALIZATION

Purposefully talking with family members about past events and experiences can lead to greater understanding between the generations.

An oral history is a special document recorded on tape as one person interviews another about the past. In a family oral history a relative shares tales with you as you ask questions about a life story or a specific past event. Life stories can be chronological or topical. For example, you might:

- Ask your grandfather to tell you about his life as a child, as an adolescent and as an adult.
- Ask an aunt to describe her years as a registered nurse.

An oral history of a specific event could include recollections of:

- games played in childhood
- experiences during the Depression
- family reactions to the end of World War II
- holiday gatherings

Here are some tips to begin your family oral history.

- Decide if you want to record an entire life history or recollections of specific events.
- Plan a careful series of questions. Remember that the purpose of the questions is to help the interviewee remember his or her own history.
- Ask open-ended questions.
- Test your tape recorder to make sure that it works.
- Practice by recording your own voice to make sure that you can operate the tape recorder correctly.
- Begin every interview by identifying on tape:
  —the name of the person being interviewed
  —the date of the interview
  —the location of the interview.
- Take a few notes as you listen to help you ask questions later.
- Get enough details (e.g., names of places and people) as the interview proceeds so you do not have to backtrack.
- Listen carefully.
- Plan more than one interview session.

The following words of caution should help you avoid pitfalls.

DO NOT:

- Ask closed questions (e.g., questions with only yes or no answers)
- Interview anyone for longer than one hour
- Interrupt the person being interviewed to ask a prepared question
- Inquire about private matters

Although many oral histories focus on "how it was," do not forget to ask "how it felt." For example, you might ask a parent how it felt to move the first time, leaving school friends and familiar places. These and other questions will come to you as you listen to the interview tales. To get started, you might consider asking one or more of the following questions:

- Could you tell me when and where you were born and what it was like to grow up in your family?
- What was your house like when you were young? What was your room like?
- Will you tell me about your first long trip away from home?
- What did you do when you visited your grandparents? Did you play games? Sightsee? Visit special places?
- What was your first day of school like? How did you feel?

Oral histories can be transcribed into written memoirs and shared, in this print form, with other family members. A family tree, old photographs and souvenirs can be combined with the memoirs (or tape) to make a multi-generational family history treasure.

This activity may be duplicated in quantity.
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This activity was developed by O.L. Davis, Professor of Curriculum and Instruction, The University of Texas at Austin. For more information, see: Sitton, Thad, Mehaffy, George and Davis, O.L. *Oral History Projects for Classrooms.* Austin, Texas: University of Texas Press, 1983.

How Old Is Old? 120

OBJECTIVE

To illustrate how people in different age groups define old age.

GENERALIZATION

An individual's definition of old age is determined, in part, by his or her own age.

- Survey people in different age groups to determine how each group defines old age. One group of students should interview elementary-age children; one group, high school students. The third group may talk with parents, and the fourth group, with grandparents.
- Ask each person two questions:
  —At what age do you think the average man becomes old?
  —At what age do you think the average woman becomes old?
- Record the answers to each question on separate sheets of paper: one labeled MEN, one labeled WOMEN.
- Compile the results of the class survey, keeping the responses separate by age groups.
  —What was the average age given for old men? For old women?
  —If the answers were descriptions of old age, were there similarities in how old age in men was described? In women?
  —Were there differences between the way men and women were characterized as old?
- Compare the survey results across age groups.
  —Did most of the people in each of the age groups respond with specific ages in years or with descriptions of old age?
  —If you look at the responses by age groups, do you notice any trends? If so, what are they?
- Compare the results of your class survey to those of the survey conducted by Louis Harris and Associates.

  —Why do you think that most people in the Harris Survey described old in terms of years?

  ____

  —Why do you think the median * chronological age in the 1981 survey was higher than in the 1974 survey?

  ____

  —Even though women live longer than men, the Harris poll showed that the average woman is believed to be old (65 years) before the average man (66 years). Explain why.

  ____

  —Why do you think 28% of the people aged 65 and over gave non-chronological criteria for old age, while only 13% of the people aged 18–64 gave similar responses?

  ____

- What factors seem to affect the way we define old age? How have these factors changed over the past 100 years? How do you think they will change in the future?

  ____
  ____
  ____
  ____
  ____

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*The median is the middle of a series of numbers listed in order of size. If there is a no one middle number, the median is the average of the two middle numbers.

The Family Tree

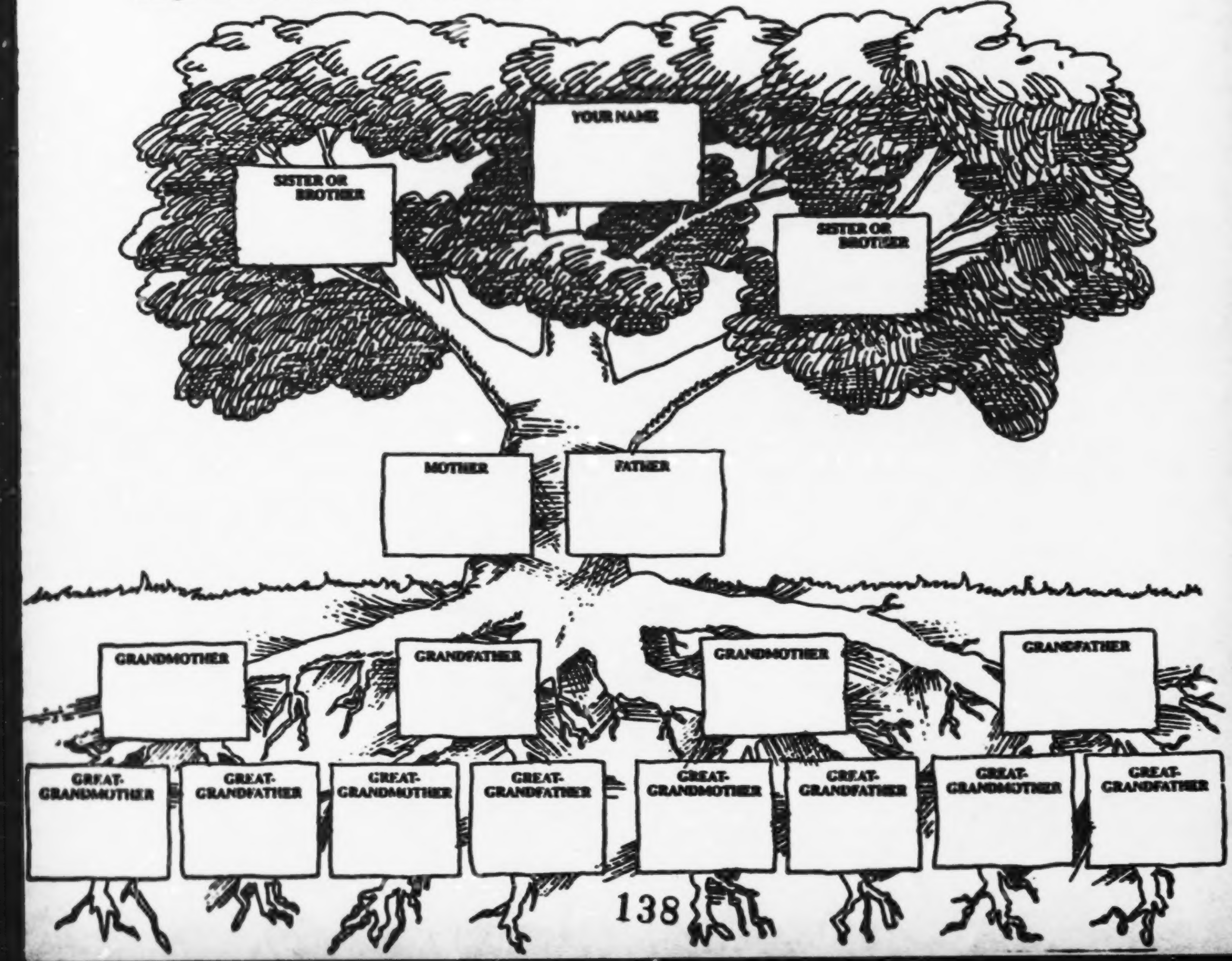
OBJECTIVE

To compare lifestyles of past generations and identify the ties between generations.

GENERALIZATION

Identifying the intergenerational ties within one's own family can be a first step in understanding the interdependence of generations in society.

- Label the branches and roots on your family tree.
  - —Write your complete name and the name(s) of any brothers and/or sisters in the tree branches. (Add extra branches if needed.)
  - —Write the names of your mother and your father on the tree trunk.
  - —Trace your roots on your mother's side of the family. Then trace your father's side. (If you can, include the birth names of all female ancestors.)
- Discuss the similarities and differences in:
  - —family size
  - —employment
  - —family communication
  - —family forms
  - —education
  - —recreation
- Compare the environment in which these families operated. Discuss:
  - —the availability of natural resources
  - —the economy
  - —community services
  - —retirement systems
  - —how close to each other the nuclear and extended families live
- How did the early generations help each other? How do the generations work together today? How might the generations help each other in the future.



The Magic Mirror

OBJECTIVE

To experience life-like mental images of one's own aging and the intergenerational relationships that may occur.

GENERALIZATION

Intergenerational understanding can be fostered by establishing an emotional and a physical identity with the aging process.

TO THE TEACHER

This guided imagery activity is designed to be led by an educator. It is an expanded version of the activity on page 30 of FORUM Magazine, *Yesterday, Today and Tomorrow: Interdependent Generations.*

- If possible, prepare for this activity by having someone else read the script and guide you through the imaging experience so that you can experience the process and make any modifications necessary to meet the needs of your class.
- Practice reading the script aloud several times. Develop a smooth, slow pace while remembering to pause at the end of each sentence. Speak in a voice that is gentle but encouraging and loud enough to be heard clearly.
- Lead the class in the guided imagery activity.
- When all classmembers have returned from their mental journey through time, discuss the following questions:
  —What was your image of being 10 years old? Describe in detail.
  —What was your image of being 40 years old? Describe in detail.
  —What was your image of being 70 years old? Describe in detail.
  —How might people of these ages differ? How might they be similar?
  —Do you think it would be fun to be 70 years old? What would you like about being that age? What would you not like?
  —What age would you most like to be? Why? What age would you least like to be? Why?
  —What did you notice about the relationship between people of different generations?
  —As you thought about people of generations other than your own, what new perspectives did you gain?
  —Did any of the images surprise or concern you?
  Explain your answer.

SCRIPT

To begin, get into a comfortable position. Take a deep breath and let it go. When you're ready, close your eyes. If at any time during this activity you feel uncomfortable, just open your eyes and do the activity with your eyes open, or just wait for us.

Now take a moment to pay attention to your breathing. Notice how the air comes into your body, where it goes, how it feels. Notice as you breathe out, how the air leaves your body and how that feels. As you're noticing this, let your body relax and let your mind feel calm and alert.

Now imagine a mirror. Let it be a full-length mirror. Notice whether it's on a stand or on a wall. Let it have a frame. Notice what kind of frame it is. What color it is. Touch the mirror and get a sense of how it feels. You might even see the fingerprint you left on it.

Now imagine yourself standing in front of that mirror and looking into it and seeing your own image. As you see your reflection in the mirror, notice yourself, notice what you're wearing, how you're standing, how your face looks.

Now let this become a very special mirror, one that can show your own image, not just in the present time, but in many different times. As you allow this mirror to do that, let the image that you're looking at fade away and let it be replaced by an image of you about ten years old. Notice that image. What is that ten-year-old you wearing? How does your hair look? How does your face look? Let that image greet you. Imagine that image telling you something he or she likes to do. A favorite activity.

SCRIPT

Now let an older person be with you in that image. It might be a grandparent or a friend of the family. Watch those two figures together. They might be talking or playing a game or taking a walk. Just watch them doing whatever they do. Now let yourself remember that you're watching them in a magic mirror and be aware of the mirror again and let that image go.

Now let the mirror show you another image of yourself. Let this one be about forty years old. Begin by just letting the image appear. As you look at this you, notice your clothes, your posture, your hairstyle, your face, your eyes. Get a sense of this you. Get a sense of what this you likes to do and what is important to this you.

Now watch this person, this you, doing something with someone who is about ten years old. What is it that they do together? How does this 40-year-old you feel about what they're doing? Take a moment to watch that. Now let the ten-year-old go.

Imagine the forty-year-old being joined by someone who is about 70 years old. Notice how they greet each other. Get a sense of their relationship. Watch them doing something together that they enjoy. Get a sense of this 40-year-old person's attitude toward the 70-year-old. What's going on there? Now, again remember that they're in the mirror. As you watch them in the mirror, let both images fade.

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some facts about older people – female and male

THE MAJORITY OF THOSE 65 AND OLDER ARE WOMEN

- Women live longer than men. At age 65, women can expect to live on the average 18 more years while men can expect to live 14 years.

- Because of this difference in life expectancy, 59 percent of those 65 and over and 64 percent of those 75 and over are women.

UNMARRIED WOMEN COMPRISE ONE-THIRD OF ALL OLDER PEOPLE: MOST OLDER MEN ARE MARRIED

- Fifty-two percent of women 65 and over are widows while 75 percent of the men in this age group are married and living with their wives.

- The numerical dominance of women in the older population makes this difference in marital status even more striking. For example, in 1978 there were over 8 million unmarried women (single, widowed, divorced or separated) compared to only 2 million unmarried men.

OLDER WOMEN ARE MORE LIKELY TO LIVE ALONE THAN OLDER MEN

- While it is widely assumed that most older people live in families, recent data indicates that many live alone. Almost half of the women 75 and older lived alone in 1978, compared to 21 percent of the men.

OLDER WOMEN ARE MORE LIKELY TO HAVE LOWER INCOMES THAN OLDER MEN TWO OUT OF EVERY THREE OLDER PERSONS LIVING IN POVERTY ARE WOMEN

- Sixty-three percent of aged Social Security beneficiaries and 72 percent of the aged SSI population are women.

- Unmarried women are more likely than either couples or unmarried men to have no income source other than Social Security. Sixty percent of these women depend solely on Social Security while only 46 percent of the men do so.

- In 1978, 68 percent of the women workers and 54 percent of the men retired before age 65, thereby receiving lower early retirement benefits and permanently reducing their incomes.

- Besides being dependent only on Social Security to a greater extent than men, the benefits received by women are lower.

Average OASDI monthly benefits in March 1981

Retired Workers		
Male	Full Benefit	$424
	Reduced Benefit	352
Female	Full Benefit	349
	Reduced Benefit	275
Wife of Retired Worker		173
Widows and Widowers		309

Sources of Data: Bureau of the Census and the Social Security Administration

Prepared by the Women's Studies Program and Policy Center, George Washington University (2025 Eye St., NW-Room 212, Washington, DC 20052) in conjunction with the Women's Research and Education Institute of the Congresswomen's Caucus (204 Fourth St., SE, Washington, DC 20003). Supported by a grant from the Rockefeller Family Fund.

Resource People

Invite an older person to class who belongs to a memorial society to discuss the advantages which s/he feels occur by having decisions made regarding funerals and/or disposal or organs to medical science.

Invite a mother and a grandmother or grandfather to discuss their views on such issues as dating practices, income planning, or responsibility for each other in later years.

The teacher could call a retirement center or congregate meal center and ask permission for students to visit some of the residents. Students might make gifts to take the elderly, such as a wall hanging or a plant. After the experience, discuss the visit in terms of the benefits and disadvantages of the physical facilities and the activities for the residents.

Students might accompany local volunteers as they home-deliver meals to the elderly and then describe to the class the similarities and differences in the people who receive the meals.

Students might volunteer to help an older person by running an errand, taking out the trash, moving furniture, changing a ceiling light bulb, etc. Students might report back to the class on the way in which assistance was offered and received and new ideas which they gained about growing old.

Students might visit an elderly relative, neighbor, or church member. After the visit, students may share the types of activities chich the older person seemed to carry out to have fun, stay healthy, gain income, or have contact with others.

Collect pictures of the aged. Tell a story about one.

CONSTRUCTING A BULLETIN BOARD ON AGING

Most of us enjoy learning from a well-planned bulletin board. You are going to use this form to plan a bulletin board on some aspect of aging.

In a sentence or two, describe the particular aspect of aging your bulletin board will cover.

What specific facts or understandings do you want your bulletin board to convey to viewers? List these facts or understandings in the following space.

Learning often results in a change in behavior. Write a short paragraph below telling how the above learnings might be expected to change the behavior of those who study your bulletin board.

List below the materials you will use for your bulletin board and where you will obtain each item you list.

MATERIAL NEEDED	WHERE OBTAINED

On the back of this page, make a pencil sketch of your proposed bulletin board. Have your teacher approve this page before you begin constructing your bulletin board.